REPORT RESUMES

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COOPERATIVE STRUCTURES IN SCHOOL-COLLEGE RELATIONSHIPS FOR TEACHER EDUCATION.

BY- SMITH, E. BROOKS AND OTHERS

AMERICAN ASSN.OF COLL.FOR TEACHER EDUC.,WASH.,D.C.

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INFORMATION ON THE ORGANIZATIONAL STRUCTURES AND ARRANGEMENTS DESIGNED TO FACILITATE SCHOOL-COLLEGE RELATIONSHIPS IN TEACHER EDUCATION IS PROVIDED BY THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION. THE REPORT IS DEVOTED TO DESCRIPTIONS OF ADMINISTRATIVE STRUCTURES, OF COOPERATIVE VENTURES ESTABLISHED DURING 1964-65, AND OF MODELS FOR COOPERATIVE STRUCTURES. ALSO INCLUDED IS A SUMMARY OF THE WORK CONFERENCE ON COOPERATIVE VENTURES AT WAYNE STATE UNIVERSITY. THREE TRENDS ARE NOTICEABLE--(1) THE EXPANSION OF STATE-WIDE PLANS FOR COOPERATION AMONG STATE DEPARTMENTS OF EDUCATION, COLLEGES, AND SCHOOLS, (2) A MARKED ADVANCE IN FORMALIZING ADMINISTRATIVE STRUCTURES, AND (3) AN ENCOURAGING EFFECT OF THESE STRUCTURES UPON THE FOSTERING OF NEW IDEAS AND EXPERIMENTAL PROPOSALS. THE CHARACTERISTICS OF COOPERATIVE ADMINISTRATIVE STRUCTURES ARE IDENTIFIED IN THE REPORT AS SERVING TO DELINEATE COMMUNICATION CHANNELS, DEFINE AND CLARIFY TERMINOLOGY AND THE ROLES OF COOPERATING INSTITUTIONS AND INDIVIDUALS, DETERMINE AREAS OF JOINT RESPONSIBILITY, DEVELOP CONTRACTUAL AGREEMENTS, ESTABLISH LIMITATIONS FOR INSTITUTIONS AND INDIVIDUALS, ALLOW FOR OPEN INTERPLAY OF POWERS AND CONCERNS FROM EACH COOPERATING INSTITUTION, ENCOURAGE FLEXIBILITY AND THE INJECTION OF NEW IDEAS, AND PROVIDE A VEHICLE FOR EFFECTING CHANGES IN SCHOOL CURRICULA. MODELS OF COOPERATIVE STRUCTURES ARE DESCRIBED AND ILLUSTRATED FOR THE TEACHING CENTER, AFFILIATED SCHOOL, COOPERATIVE RESOURCE DEMONSTRATION CENTER, COOPERATION IN PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION, AND STUDENT TEACHING COUNCIL. THIS REPORT IS ALSO AVAILABLE FROM DR. EDWARD C. POMEROY, EXECUTIVE SECRETARY, AMERICAN ASSN. OF COLLEGES FOR TEACHER EDUCATION, 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036, FOR $1.00. (RD)

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COOPERATIVE STRUCTURES IN SCHOOL-COLLEGE RELATIONSHIPS FOR TEACHER EDUCATION

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Report Number Two

From the

Subcommittee on School-College Relationships
in Teacher Education
of the
Committee on Studies

American Association of Colleges for Teacher Education
Washington, D. C.

1965

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FOREWORD

Early in 1964 the American Association of Colleges for Teacher Education published and distributed to its members and other interested persons the First Report of its Subcommittee on School-College Relationships in Teacher Education. That "Report of a National Survey of Cooperative Ventures" was well received; to date it has been reprinted twice. It has served well its purpose of stimulating discussion and providing ideas for consideration by teacher educators who are seeking new ways to deal with problems related to the provision of improved programs of professional laboratory experiences for prospective teachers.

The Second Report of the Subcommittee builds on the First. Although its primary focus is on organizational structures and arrangements designed to facilitate school-college cooperation in teacher education, it also provides additional information about the "ventures" described in the First Report as well as descriptions of partnership programs that have been identified since the publication of that report.

Once again it is important to remind the reader that the Subcommittee's reports are not to be interpreted as policy statements. The Second Report, like the First, is intended to encourage institutional self-assessment of arrangements for teacher education activities that are centered in elementary and secondary schools and to provide descriptions of the ways that some institutions have devised to facilitate and improve these aspects of their teacher education programs.

The Subcommittee plans to continue its program of study and activities in this area and will appreciate receiving information from readers regarding their efforts to make school-college relationships in teacher education more effective.

The Association is pleased to present this report as evidence of the productive work of the Subcommittee. The contributions of the members of the Subcommittee and especially of the editors of the Second Report, E. Brooks Smith, Patrick J. Johnson, and Richard E. Lawrence, are gratefully acknowledged.

Edward C. Pomeroy
Executive Secretary

July 1965

I. INTRODUCTION

This Report has been prepared one year after the publication of the Subcommittee's First Report, a National Survey of Cooperative Ventures in Teacher Education.* Its purpose is to report to the membership of the AACTE new cooperative ventures, significant old ones and progress reports from present operations which have been submitted to the "clearinghouse" at the College of Education, Wayne State University. Included are summaries from the conference of cooperative project directors held at Wayne State University, November, 1964, and from the open meeting of the Subcommittee held at the AACTE National Conference, February, 1965, where three models were presented and discussed.

Three trends are noticeable:

1. State-wide plans involving the cooperation of state departments, colleges and schools are being expanded. In some instances legal procedures for formalizing such arrangements are being made. Texas is moving in this direction with a proposed law which is quite comprehensive. Under the leadership of the National Commission on Teacher Education and Professional Standards a joint committee representing a number of professional organizations has been formed to make recommendations regarding state responsibility in student teaching. Proposals for state-wide cooperative structures with colleges and schools are being discussed. The Association for Student Teaching in its discussion of Federal and State aid proposals is reviewing state-wide plans for student teaching. Attention must be given by everyone concerned to the delineation of responsibilities and roles if state direction of student teaching programs becomes a reality. The universities and colleges must consider which controls they can relinquish safely to cooperative administrative bodies without jeopardizing their unique responsibilities for the professional education of their students. If they are to be responsible for the education of the teacher then they must have a strong voice in the planning of the experiences which the student will have in the school laboratory. State-wide programs could strengthen the hand of the college but they could weaken the university's position if means are not provided for the exercising of leadership by college representatives.

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The Elementary-Secondary Education Act of 1965 in Titles III and IV suggests very close cooperation between schools and universities and other community and private agencies in the organization of centers for supplementary instruction and for research and curriculum development. Funds will be channeled through State Departments. Cooperative arrangements will have to be made with schools and colleges to administer the new moves for educational improvement.

2. The cooperative ventures on which progress reports have been submitted show a marked advancement in formalizing administrative structures. Constitutions, by-laws, and standard operating procedures are emerging as working documents in several of the projects. They are being carefully devised to provide flexibility and means for permitting the injection of new ideas into the machinery of administration. Means for taking joint responsibility in planning, in decision making and in executing proposals are the hallmarks of these administrative structures. They all allow for the open interplay of powers and concerns from each of the cooperating institutions, while at the same time the arrangements seem to encourage decision and action. Local organizations such as these will need to run smoothly if the more grandiose cooperative schemes for regional, state-wide and inter-state projects are going to become possible.

3. The structural molds seem not to be solidifying present practices. Instead they seem to be providing a helpful means for fostering new ideas and experimental proposals. There was a feeling expressed at the Wayne Conference of project leaders last fall that the profession could now do some things for the improvement of teacher education that were not possible under the old regime of divided responsibility. College and school personnel when finally placed on an equal footing in the business of teacher education seem to prod each other toward new horizons.

The projects described in this Report are only those which have been reported to the Subcommittee's "Clearing House." We know that there must be other significant cooperative ventures which have not been brought to our attention. We would appreciate hearing regularly from the directors of projects already reported and from the directors of programs under way or proposed which have not yet been mentioned.

In the Summary Report of the Conference on Cooperative Ventures for Project Direction, it is clear that the development of cooperative ventures between the school and universities is moving out of the exploratory stage into a phase of establishing these new patterns of administrative structure. A new institution is emerging between the university and the school in which the two are taking joint responsibility for specified phases of teacher education.

The reports on structured models presented at the AACTE Annual Meeting suggest the possibility of many different ways to effect cooperative structures for various purposes in teacher education.

Patrick Johnson has collated and summarized the additional and supplementary reports from colleges and universities and prepared the commentary for "Statements of Administrative Cooperative Structures." E. Brooks Smith has prepared the Introduction and the Commentary for the other sections.

By keeping the membership of AACTE abreast of cooperative movements in school-college relationships, the Subcommittee hopes that in a small way it will help institutions move deliberately with the changing scene.

EBS
PJJ

II. DESCRIPTIONS OF ADMINISTRATIVE STRUCTURES

The formalized administrative structures which have evolved to meet the increased demands of school-college cooperation in teacher education have taken four rather distinct forms. Although the administrative structures reported here developed independently of each other in several parts of the country, there appears to be a hierarchy of administrative levels ranging from the fundamental field relationships through state-wide permissive and enabling legislation, as diagrammed in the attached models. Theoretically, at least, they represent a logical expression of the new organizations which are important in the evolution of cooperative teacher education programs on a state-wide basis.

Although the state legislation rests at the apex of the administrative pyramid in the model, the actual developmental process appears to have been in reverse order, with legislatures finally acting after years of prodding from those individuals and organizations engaged in cooperative teacher education ventures at the "grass roots" level. An exceptionally complete and detailed description of this process was reported by Emmitt Smith in his study of the Texas Program.* The state-wide campaign reported in Smith's document finally resulted in the proposed Texas state legislation for student teaching which appears in this section of the Report.

Perhaps the successes experienced by those few states which have legislation supporting cooperative ventures in teacher training will speed up the process in other states, or even reverse the order of events, with state-wide agencies taking the lead. State TEPS organizations might play the leading role in these situations.

As noted in the introduction to this Report, the new administrative structures appear to have provided a matrix for the development of new ideas and experimental proposals and are not merely new forms for continuing old practices. The institutions reporting these administrative structures have identified a number of characteristics and tendencies. Generally, the cooperative administrative structures tend to:

1) delineate channels of communication
2) define and clarify the roles of cooperating institutions
3) define and clarify the roles of cooperating individuals
4) define and clarify terminology
5) determine areas of joint responsibility
6) develop contractual agreements
7) establish limitations for institutions and individuals
8) allow for the open interplay of powers and concerns from each cooperating institution
9) encourage flexibility and the injection of new ideas
10) provide a vehicle for effecting changes in school curricula

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* "A Report of the Texas Student Teacher Center Project-195-61" (Studies in Education, Bulletin No. 4, West Texas State University Press, 1963).

FOUR BASIC TYPES OF ADMINISTRATIVE STRUCTURE WHICH ARE SUGGESTED BY PRESENTLY EVOLVING COOPERATIVE RELATIONSHIPS IN TEACHER EDUCATION

Teaching Centers	Local Teacher Education Council	Regional Multi-University Teacher Education Councils	State Legislation for Teacher Education
Membership: Representatives from each school which cooperates with a college in teacher education, and representatives from the college.	Membership: Representatives from all school districts involved in cooperative teacher education ventures with a college and representatives from the college.	Membership: Representatives from each college engaged in cooperative teacher education in a specific geographical region. Representatives from key school districts, state department TEPS, AST, AASA, etc.	Provides enabling legislation and funds for administration of a required teacher education program. Establishes standards, minimum requirements, etc.
Purpose: Develops and implements fundamental field relationships between cooperating schools and a college engaged in teacher education. Provides mechanisms to influence public school curricula.	Purpose: Establishes general policies for field operations; makes financial arrangements; authorizes contracts; makes recommendations for changes in the college's teacher education curriculum.	Purpose: Establishes communications and develops working procedures between and among colleges and school districts engaged in cooperative teacher training in the same geographical region. Attempts to coordinate activities and to avoid confusion and needless duplications, etc.	State departments or agencies take leadership in encouraging cooperative organization throughout the state and in initiating state-wide conferences for teacher education.

A. Standard Operational Procedures of the Detroit Region #5 Teaching Center, Wayne State University, Detroit February, 1965

1. Purpose

a) To improve the quality of the student teaching experience and of instruction in the courses entitled Student Teaching, as follows:

(1) By bringing the school and college more closely together in cooperative planning and supervision of student teaching activities.

(2) By facilitating communication between school and college about expectancies in student teaching.

(3) By organizing more efficiently for better use of supervising personnel.

(4) By developing a professional team of school and college personnel for pre-service teacher education.

(5) By building into the program a way for in-service education of new supervisory personnel at school and college.

2. Definitions

a) A Center would consist of 20 to 30 student teaching situations in two groups of four elementary schools in proximity. It will be a working field unit for supervision and instruction in courses entitled Student Teaching and Seminar operated by a faculty team of college and school personnel making joint decisions about the instruction in teaching in the Center.

b) The Region #5 Steering Committee

(1) Will be composed of the following members:

College advisor - a graduate faculty member
Four school principals, one of whom will serve as chairman
Two college coordinators (Wayne State University supervisors)
Educational psychologist (Wayne State University)
Field executive - School administrative head

(2) Steering Committee Rotation:

Principal will serve for two semesters. The chairman will be selected by the Committee. A plan of rotation will be agreed upon by the Committee. Retiring chairman will serve in an ex-officio capacity for the next semester.

(3) The Steering Committee will have the following functions:

(a) Give general supervision and create policy for the entire Center operation.

(b) Take final responsibility for the school when problems arise which cannot be solved by principals and coordinators.

(c) Give final approval to the selection of teachers chosen as sponsoring teachers.

(d) Review the effectiveness of the Center idea and study or recommend revisions of operation procedures.

(e) Meet officially at least twice each semester with additional meetings scheduled as needed.

(4) Procedure for selecting Sponsoring Teachers:

(a) The teacher, the Principal and the College may initiate application for Center membership.

(b) Steering Committee may or may not observe or interview prospective Sponsoring Teachers.

(c) Final approval of sponsoring teachers will rest with Steering Committee. Approval procedures must follow the recommended guidelines of the Detroit Department of Teacher Education and Wayne State University Directed Teaching Office.

(5) Minimum Requirements of Sponsoring Teacher:

(a) Bachelors Degree or equivalent.

(b) Evidence of further professional course work.

(c) End of two year probation period in Detroit schools.

(d) Minimum of one semester in present assignment.

(6) Duties of Steering Committee Chairman:

(a) Call meetings when needed.

(b) Develop with College Coordinators an agenda for those meetings.

(c) Represent the Steering Committee at appropriate school or college meetings and affairs.

(d) Responsible for all records and communications regarding Steering Committee business.

(7) College Coordinators (Supervisors)

(a) Coordinate the activities of the center and execute decisions of the Steering Committee.

(b) Observe student teachers at regular intervals in their class settings. Confer with the student teachers following the visits.

(c) Confer with sponsoring teachers about the student teaching program in the room and about the progress of the student teacher.

(d) Hold three-way conferences with student and teacher as appropriate.

(e) Keep college advisor and school advisor apprised of the progress of students and of teacher education opportunities or lack of same in the classroom.

(f) Take major planning and teaching responsibility for the seminar and orientation in consultation with the Instructional Committee.

(g) Evaluate and grade student performance; decide on final mark.

(h) Work closely with school principals and assistant principals in coordinating the student teaching program with each school program.

(i) Aid supervising teachers in planning classroom experiences for the student teacher.

(j) Chair Instructional Committee.

(8) Sponsoring Teachers

(a) Supervise the student teacher daily, keeping him regularly apprised of his progress and of his needs.

(b) Plan classroom experiences appropriate for the student teacher as he develops toward independent teaching.

(c) Plan regular conferences with the student teacher for planning and assessing.

(d) Evaluate and grade student teacher's performance.

(e) Participate in seminars as a consultant when needed and when possible.

(f) Meet with college supervisor from time to time to discuss the student's progress and where to proceed from there.

Guidelines regarding the Sponsoring Teacher's Role

(a) "Evidence of successful teaching.
Sympathetic, and can give support to the student teacher.
One who wants to work with student teachers.
One who can work effectively with other adults.
One who can 'talk the field and/or job.'
Intellectually alive.
One who can state and defend his goals.
Feels confident and secure in teaching.
One who can critically evaluate teaching and learning.
One who can give student teachers freedom to explore and experiment.
Also supports individuality.
Has an 'open mind'; open to suggestions.
Actively seeks new ideas.
Ability to 'move' a student teacher from dependence to independence.
Ability to use good judgment in cases of conflict of children and student teachers' interest."

(b) Periodically a sponsoring teacher will not be assigned a student teacher, depending upon the needs of the Center and desires of the sponsoring teacher.

(c) A teacher may withdraw from the role of sponsoring teacher and / or may be withdrawn from the job, as recommended by the principal and college supervisor, or may be withdrawn by and with the consent of the Steering Committee, as recommended.

(d) Suggestions for further professional growth of the supervising teacher.

"Readings in psychology of adults, curriculum, philosophy and supervision.
In-service workshops.
Professional course work, such as: Curriculum, Psychology, etc.
Opportunity to visit other teachers.
Attendance at educational conferences."

(9) College Advisor

(a) Take responsibility as consultant to the team and Steering Committee in carrying forward the work of the Center, giving professional direction and supervision to the project from the view of teacher education.

(b) Keep a general eye over the operation of the Center and be responsible for relating the program of the Center to the total departmental and college program.

(c) Share teaching and leadership responsibilities in the seminars, orientation sessions and in-service program.

(d) Serve as an informal consultant in elementary education to the schools and teachers when asked (with the proviso that if the consultancy goes beyond the informal stage that a separate contract be arranged.)

(e) Serve as liaison with the college for inviting graduate faculty consultants to participate at appropriate times.

(f) Help in smoothing out difficult situations which might arise, taking final responsibility for the college when serious problems arise.

(g) Share the supervision of student teachers with the college supervisor at his teaching load rate and in whatever manner they decide. Some of the supervision might be team supervision.

(10) College Specialists (Educational Psychologist)

  (a) Serve as a member of the Steering Committee and a consultant to the Instructional Committee.

  (b) Take responsibility as consultant to the Center, giving professional direction and supervision to the project from the view of educational psychology and teacher education.

  (c) Serve as a liaison with the college for inviting graduate faculty or leaders in field to participate in the professional activities of the Center.

(11) Ex-Officio Members: Director of Student Teaching Placement Wayne State University and the Director of the Department of Student Teaching for the Detroit Public Schools.

  (a) Serve as informal consultants in elementary education to the Center. Participate in planning phases of the Steering and Instructional Committees.

  (b) Serve as a liaison with the college or school departments for inviting graduate faculty or supervisory consultants to participate at appropriate times.

(12) School Advisor - Detroit Field Executive

  (a) Serve as consultant to the team and Steering Committee from the view of the school program and school teaching.

  (b) Take joint responsibility with college advisor for the school when problems arise mainly involving the school.

  (c) Keep a general eye over the operation from the school's view.

  (d) Share teaching and leadership responsibilities in the seminars, orientation sessions and in-service education programs when possible.

  (e) Help in smoothing out difficult situations on the school side.

(13) School Principals

(a) Serve two semesters and assume chairmanship of Steering Committee and serve in an ex-officio capacity when designated.

(b) Participate in long-range planning activities.

(c) Help develop and take leadership in the "total school" phases of student teaching.

(d) Join in the activities of supervising and evaluating as they find time and are so inclined.

(14) Student Teachers

(a) Prepare professionally so as to keep the educational program on a high level, enriching the situation with his contributions.

(b) Share with the teacher in doing the administrative and housekeeping chores.

(c) Be prepared to "take over" from time to time when ready and under "office" supervision so that the supervising teacher may confer with college personnel and participate in center planning or other teacher education activities.

(d) Learn the professional responsibility of being in a school.

(15) Instructional Committee

Purpose: To assist the coordinators in planning the instructional program, the seminars, or workshops for supervising teachers. The committee is intended to be a planning committee for professional growth and in-service training for supervising and student teachers.

Membership should consist of one principal, one assistant principal, and two sponsoring teachers, one from each group of schools, plus two college coordinators, Educational Psychology consultant and college advisor.

The final responsibility for the progress of the student will be with the college supervisor of the student, with the advice of the appropriate school personnel, since the college is the legal granter of the degrees and recommender for the certificate.

The Steering Committee of the Detroit Region #5 Teaching Center was developed by the following personnel from the Detroit Public Schools and the Department of Elementary Education at Wayne State University:

Helen Reed, Region #5, Field Executive
George Monroe, Principal, Chairman of Steering Committee
Agnes Renton, Principal
Marjorie Rush, Principal
Dominic Corgiat, Principal
Wilma Pyle, former Coordinator, Wayne State University
E. Brooks Smith, Graduate Faculty Advisor, Wayne State University
James Kerber, Co-coordinator, Wayne State University
Donald Protheroe, Co-coordinator, Wayne State University
John Sullivan, Educational Psychologist, Wayne State University

This structure allows for continuity of leadership even through personnel change.

For further information contact: GEORGE MONROE, Principal, Hampton School, Detroit.

Comment:

This Teaching Center has been operating for three years and is an example of a center operating in one administrative district of a large metropolitan school system.

B. Northeast Suburban Teaching Center Policy Handbook Wayne State University and the St. Clair Shores, Lakeview, Southlake, Warren, Grosse Pointe, and East Detroit Public School Districts

(Prepared by the Professional Experiences Planning Committee and Approved by the Center Advisory Council, May 19, 1965)

Center Advisory Council

James Rossman, Superintendent, Lakeview Public Schools
Richard Kay, Principal, Richard Elementary School, Grosse Pointe Public Schools
Edwin Gray, Curriculum Coordinator, Warren Consolidated Schools
Philip Thorson, Assistant Superintendent, South Lake Public Schools
Robert Reid, Assistant Superintendent, St. Clair Shores Public Schools
E. Brooks Smith, Chairman, Department of Elementary Education, Wayne State University
Louis VanderLinde, Graduate Faculty Advisor, Department of Elementary Education, Wayne State University
Patrick Johnson, Center Coordinator, Department of Elementary Education, Wayne State University

Professional Experiences Planning Committee (PEP-C)

Glenn Cooper, Principal, Grosse Pointe Public Schools
Henry Frazier, Principal, Lakeview Public Schools
Theodore Timmerman, Principal, Southlake Public Schools
Joseph White, Principal, Southlake Public Schools
Lois Fraser, Teacher, Lakeview Public Schools
Lenore von Berg, Teacher, Southlake Public Schools
Robert Reid, Assistant Superintendent, St. Clair Shores Public Schools
Patrick Johnson, Center Coordinator, Wayne State University
John Langer, College Supervisor, Wayne State University
Louis VanderLinde, Graduate Faculty Advisor, Wayne State University
Derek Nunney, Educational Psychologist, Wayne State University
E. Brooks Smith, Chairman, Department of Elementary Education, Wayne State University

1. Administrative Structure

a) Purposes of a Teaching Center:

(1) Pre-service purposes. The pre-service purpose of a teaching center is to improve the quality of the student

teaching experience and of instruction in the course entitled "Student Teaching and Seminar," in the following manner:

(a) by bringing the school and college more closely together in cooperative planning and supervision of student teaching activities by becoming equal partners with the public schools in that part of teacher education which takes place in the field;

(b) by facilitating communication between school and college about expectancies in student teaching;

(c) by organizing more efficiently for better use of supervising personnel;

(d) by developing a professional team of school and college personnel for pre-service education;

(e) by building into the program a way for in-service education of new supervisory personnel at school and, college; and

(f) by conducting joint research projects in student teacher training and in the teaching act itself.

(2) In-service purposes. The in-service purposes of a teaching center are to improve the quality of the teaching act and the curricular offerings in the following manner:

(a) by providing leadership and technical help in research projects;

(b) by providing resources for the study of the school program; and

(c) by conducting seminars and workshops in curriculum and instruction with the center faculty.

b) Definition of Terms:

(1) Center Advisory Council (CAC). The policy-making body of the Northeast Suburban Teaching Center. Membership:

(a) Public Schools. The Superintendent (or his representatives) from each of the cooperating school districts. (five members)

(b) Wayne State University,
- Chairman of the Department of Elementary Education,
- Graduate Faculty Advisor to the Center,
- Center Coordinator.

(2) Center Coordinator. The faculty member assigned by the University to coordinate all Center activities. He will chair the meetings of the Center Advisory Council and execute their decisions. He will also serve as a college supervisor of student teaching.

(3) Center Faculty. The supervising teachers and principals designed by the CAC as faculty, and the college personnel assigned to the Center.

(4) College Supervisor of Student Teaching. The Wayne State University faculty members assigned to supervise student teachers in the field.

(5) Cooperating Principal. The principal of a participating school.

(6) Graduate Faculty Advisor. A graduate faculty member assigned to the Center as an advisor.

(7) Participating School. A public school wherein pre-service and/or in-service training of teachers is cooperatively planned and executed.

(8) Professional Experiences Planning Committee (PEP-C). A committee of school and college personnel which plans and effectuates the pre-service and in-service programs, and makes policy recommendations to the CAC. One teacher and one principal will be appointed from each participating school district.

(9) Supervising Teacher. The classroom teacher jointly designated by the school and college to supervise directly a student teacher in his classroom during an eleven-week period.

(10) Teaching Center. A professional center for the study and practice of teaching, which is jointly planned and operated by the college and the participating schools. A center will normally consist of fifteen to twenty-five teaching stations located in a cluster of selected participating schools.

c) Responsibilities of Cooperating Institutions:

(1) Responsibilities of the College. The College of Education is responsible for:

(a) coordinating the pre-service teacher education program;

(b) providing the following personnel:
  - College Supervisors of Student Teaching,
  - Center Coordinator,
  - Graduate Faculty Advisor,
  - Specialists in related fields;

(c) providing leadership in research.

(2) Responsibilities of the Participating School District:

(a) provide the student with an opportunity to experience responsible participation in all of the important aspects of a teacher's professional activities, both in and out of the classroom;

(b) provide the opportunity for the student teacher to make effective professional judgments;

(c) help the student develop the confidence which can only come from having worked successfully with children.

In order to meet these three goals, the participating school should make it possible for the student teacher to have the following opportunities and experiences:
- to do an amount of full-time teaching;
- to conceive, plan, and execute a unit of work, including, if at all possible, a field trip;
- to see the teacher's over-all plan for the entire year;
- to know the school and the children by having access to cumulative records, test scores, seating charts, a socio-economic description of the school and the community, building and school district handbooks and the instructional materials catalog;
- to experience the teacher's whole day, including: lunchroom and playground duties, faculty meetings, PTA meetings and meetings of professional organizations;
- to observe the total operations of the school district by visiting other classrooms above and below grade

level, special education classrooms, visiting teachers, school board meetings, and other system-wide councils and committees, and central office activities.

d) Standard Operating Procedures:

(1) Student teachers will be assigned to schools by the joint action of the Center Coordinator and a representative of each participating school district.

(2) Insofar as it is possible, several students will be assigned to each participating school.

(3) It is recommended that each participating school district, insofar as it is possible, choose three schools to participate in Center activities each year. In succeeding years, one school may rotate out of the assignment and one may rotate in.

(4) An orientation meeting for student teachers will be held each quarter prior to the first day the student teachers enter the classroom. This meeting will ordinarily take place on the first day of each quarter.

(5) An orientation meeting for supervising teachers and principals will be held each quarter-preferably before the quarter begins. Released time will be provided for all concerned insofar as it is possible within existing regulations.

(6) Whenever the removal of a student teacher from a student teaching contact must be considered, either the Center Coordinator or the Cooperating Principal will convene an ad hoc committee to weigh the factors in evidence. This committee could include the following interested personnel:

From the cooperating school district -
    the supervising teacher
    the cooperating principal
    the director of instruction
From the College of Education -
    the center coordinator
    the college supervisor
    the graduate faculty advisor
    the chairman of the Dept. of Elementary Education or his representative

The committee will submit a written recommendation to the Chairman of the Elementary Education Department and the Director of the Student Teaching Office.

(7) A center faculty meeting will be held near the end of each quarter for the purpose of evaluating the program and exploring professional ideas. Released time will be provided for all concerned insofar as it is possible within existing regulations.

(8) Student teaching seminars and the center faculty meetings will be planned and executed by the Professional Experiences Planning Committee.

(9) The Center Advisory Council will meet as required. Meetings will be requested by the Center Coordinator or the CAC members.

2. Guides for Operation

a) The Role of the Participating School and the Cooperating Principal:

The prevailing attitude toward student teaching on the part of the participating school should be more than mere acceptance. It should reflect a positive interest in an active encouragement of student teachers. The principal in working with faculty, pupils, and parents plays a central role in developing such an attitude.

Before student teachers arrive, the principal's work can begin. He can lead parents to understand the importance of student teaching through his contacts with them in parent organizations and through the school newsletter. Pupils can be led to see that two teachers can help them more than one and that their school and class is indeed fortunate to have been chosen to participate in the student teaching center. The school faculty should be briefed about the student teaching program and their responsibility for it. Student teachers should be seen as junior colleagues by the school staff. All teachers in the building must feel a share of responsibility towards the student -- not just the supervising teachers.

Student teachers need to be oriented to the school. A pre-student teaching orientation meeting, scheduled by the principal and college coordinator, can introduce the students to the school, its staff -- both teaching and non-teaching -- and its community. At this meeting the principal may outline local school history, socio-economic level as well as educational expectations of the community, school organization and philosophy, and pertinent school policies. The principal shouldn't overdo the initial orientation. Rather than cover everything in the first meeting, he should reveal information to student teachers as he anticipates their need for it. The first orientation meeting should aim at making student teachers feel comfortable about their student teaching situation, answering their questions and providing them with basic information about the school.

Orientation meetings may include a luncheon with the supervising teachers, a tea sponsored by the staff or parents' organization at which the students meet the entire staff, a visitation to the supervising teacher's classroom, or any combination of the above.

The principal should meet periodically with student teachers as their experience progresses to assay their perceptions of teaching and provide further orientation and interpretation.

Student teachers should be encouraged to do all the things that teachers do; attend staff meetings, parent-teacher organization meetings and help with playground and other duties.

Supervising teachers should also meet with the principal prior to the arrival of student teachers. The principal and staff can work out agreements for managing student teaching situations in the building. Ongoing communications of this nature will provide supervising teachers with support and can focus the talents and insight of the group on problems as they arise.

The principal and supervising teachers can develop specific objectives for student teachers in their building which reflect the special concerns of the participating school's staff. Providing experiences in the areas of these concerns can be planned by this group.

The principal is in the best position to introduce student teachers to the extra-curricular activities of pupils in clubs, after-school athletics, etc. He can also set up situations which will enable student teachers to work with parents on parent-teacher organization committees and projects.

The participating school can play a role in helping student teachers acquire skills in teaching. Arrangements can be made through the principal for them to visit other classrooms in the building. Specific weaknesses of student teachers may be ameliorated by their observing teaching-learning situations in areas in which they are weak. The total staff can also play a role by providing student teachers with a broader perspective of the educational spectrum, particularly if special education classes, speech correction, and diagnostic services are available to the school. Special services available to pupils should be made known to student teachers.

b) The Role of the Supervising Teacher:

(1) To help orient the student teacher:

- (a) the school community;
- (b) the school plant;
- (c) the school staff;
- (d) the students of the school;
- (e) the students of the classroom.

(2) To assist the student teacher to develop conditions conducive to the formation of new values and beliefs about children, learning, teaching, and as a professional educator.

(3) To accept the student teacher as a professional person and to help him gain the competence of a co-teacher in the classroom.

(4) To provide guidance, direction, and counseling to the student teacher.

(5) To assist the student teacher in assuming responsibilities and competencies in acquiring:

- (a) professional knowledge;
- (b) attitudes;
- (c) judgment.

(6) To assist the student teacher in planning, organizing and carrying out learning activities for large groups, small groups, and for individual children:

(a) conceptual learning according to the developmental needs of all students;

(b) cultural and aesthetic appreciations;

(c) understanding and exercising democratic group processes;

(d) extending learning activities as recognized in student evaluation.

(7) To assist the student teacher in acquiring competency in classroom management through:

(a) directing learning activities:
-preparing sequential instructional materials,
-using resource people in the classroom;

(b) directing group activities:
-providing meaningful play activities,
-providing experiences in sharing and participation;

(c) participating in school and district-wide "action curriculum";

(d) participating in school-community projects;

(e) performing administrative and clerical responsibilities.

(8) To prepare and demonstrate learning experiences for children that will:

(a) stimulate thinking in students;

(b) extend creativity in the students;

(c) provide skill in bringing awareness of values and to help them examine their own values.

(9) To help arrange and schedule visitations within the school in order to provide a wide range of observations in special education and at several grade levels.

(10) To assist the student teacher in analyzing and critically evaluating his teaching practices and competencies by:

(a) continual evaluation of the student teacher's competencies as he assumes the role of the teacher.

(b) arrangement of timely evaluation conferences with the student teacher following observations.

(11) To evaluate the student teacher as required by the policies of the College of Education, Wayne State University:

(a) prepare a written evaluation of the strengths and weaknesses of the student teacher;

(b) render a letter grade which expresses the total performance of the student teacher.

c) Role of College Personnel:

(1) Center Coordinator:

(a) serves as Chairman of the Professional Experiences Planning Committee (PEP-C);

(b) serves as Chairman of the Center Advisory Council (CAC);

(c) executes the decisions of the PEPC and CAC;

(d) facilitates communication between and among participating institutions and personnel;

(e) places student teachers in consultation with a representative from cooperating school districts;

(f) serves as a supervisor of student teachers;

(g) participates in student teacher seminars;

(h) serves as a consultant for in-service training when requested.

(2) College Supervisor of Student Teaching:

(a) assumes responsibility for general supervision of the student teachers assigned to him;

(b) works with supervising teachers and cooperating principals;

(c) serves as a member of PEPC and assists in executing their decisions in student teacher seminars;

(d) serves as a consultant for in-service training when requested;

(e) performs a liaison function between the school and the college;

(f) renders a final letter grade for the student teachers assigned to him.

(3) Graduate Faculty Advisor:

(a) serves as an advisor to Center personnel;

(b) interprets College and University policies in relation to the Center;

(c) trains college personnel in the roles of center coordinator and college supervisor of student teachers;

(d) provides liaison with the Dean and the faculty of the College of Education;

(e) takes the initiative in experimentation, innovation, and assessment;

(f) serves as a member of PEPC and CAC;

(g) participates in student teacher seminars when requested;

(h) serves as a college specialist when requested.

(4) College Specialist:

(a) serves as a consultant to the Center in his field of specialization by participating in:
    -student teacher seminars
    -cooperative research
    -in-service education

For further information contact: PATRICK J. JOHNSON, College of Education, Wayne State University, Detroit, Michigan.

C. Constitution and By-Laws of the Teacher Education Council of St. Cloud State College (Minnesota)

1. Constitution - Student Teaching Council

Article I - Name

The name of this organization shall be "Student Teaching Council, St. Cloud State College."

Article II - Purposes

The purpose of this Council shall be:

(A) To promote the improvement of teacher education with emphasis upon student teaching.

Article III - Membership

Section 1. Active Members

Membership on the Council shall be open to the following:

(A) Public School

(1) The superintendent, or his designated representative, from each public school system having a contract with the St. Cloud State College for student teaching. Three shall be elected by ballot at the annual business meeting as members of the Executive Committee.

(2) Three classroom teachers who have served as supervising teachers in the St. Cloud State College student teaching program. They shall be elected by ballot at the annual business meeting as members of both the Council and the Executive Committee.

(B) St. Cloud State College

(1) The President, Academic Dean, Dean of the School of Education, one college supervisor of student teachers, and the Director of Student Teaching. The college supervisor shall be elected by ballot at the annual business meeting. Three shall be elected by ballot at the annual business meeting as members of the Executive Committee.

The elected members shall serve a two-year term.

Article IV - Officers

Section 1. Officers

The officers shall be a Chairman, a Vice-Chairman, and an Executive Secretary.

Section 2. Qualifications

Any member of the Council may be nominated for the office of Chairman or Vice-Chairman

Section 3. Election

The elected officers shall be elected by ballot at the annual business meeting.

Section 4. Appointed Officers

The Executive Secretary shall be appointed by the Executive Committee. He shall be an official member of the Executive Committee and the Council. He shall serve as the Secretary of the Executive Committee and as Secretary-Treasurer of the Council.

Section 5. Tenure

Each officer except the Executive Secretary shall be elected for a term of one year and shall assume office at the close of the annual business meeting. The term of office of the Executive Secretary shall be controlled by the Executive Committee.

Should any elected or appointed officer of the Council be unable to fulfill his responsibilities, through sickness, death or any other reason, the Executive Committee shall have the power to appoint a replacement for the unexpired term.

Article V - Executive Committee

Section 1. Membership

The Executive Committee shall consist of nine members including these officers of the Council: Chairman, Vice-Chairman, and Executive Secretary.

The nine members of the Executive Committee shall be apportioned as follows: Three public school teachers who have had experience supervising student teachers from St. Cloud State College, three public school administrators, and three college administrators or supervisors.

Section 2. Qualifications

Any member of the Council may be nominated for membership on the Executive Committee.

Section 3. Election

The members of the Executive Committee, except the Executive Secretary, shall be elected by ballot at the annual business meeting.

Section 4. Tenure

Members of the Executive Committee, except the Executive Secretary, shall be elected for a term of two years, four members being elected each year.

If a member of the Executive Committee is unable to serve, the Chairman with the approval of the Executive Committee shall fill the vacancy by appointment.

Section 5. Quorum

The number present required for a quorum in the Executive Committee shall be five (5). If there is no quorum, those present may act as an official body in considering problems and/or issues and make recommendations and/or motions. These recommendations and/or motions shall be presented to the entire Executive Committee by mail ballot and be tabulated by the Executive Secretary. Any motion and/or recommendation approved by a majority of the Executive Committee, five (5) or more, by mail ballot is an official act.

Article VI - Meetings

Section 1. Annual Business Meeting

The Student Teaching Council shall hold an annual business meeting at a time and place to be designated by the Executive Committee.

Section 2. Other Business Meetings

Other business meetings may be called by a voting majority of the Executive Committee at a time and place to be designated by the Executive Committee.

Article VII - Quorum

The members present at a regularly scheduled annual business meeting shall constitute a quorum.

Twenty members of the Council shall constitute a quorum at a specially called business meeting.

Article VIII - Amendments

Proposed amendments to the constitution will become a part of the constitution when they have been (1) approved by a majority of the Executive Committee, and (2) approved by two-thirds of the members voting in a mail ballot on the amendments or by a two-thirds vote of the members present at a regularly scheduled annual business meeting.

2. By-Laws - Student Teaching Council

Article I - Dues and Fees

Section 1. Active Members

Active membership with full benefits and voting privilege shall be restricted to those school districts that are current in payment of dues to the Council. Dues shall be determined by the Executive Committee. Dues shall be paid at a fixed rate per student teacher placed in said district during a college quarter. Each school district will be sent a statement near the end of each quarter, but after the school district has received payment from the college.

Payment to the Student Teaching Council, St. Cloud State College, must be made within thirty days in order to retain active membership.

Article II - Duties of Members

Section 1. General

The duties of officers shall be such as their titles imply and as the by-laws state. Each member of the Student Teaching Council shall have the responsibility of thoroughly understanding the student teaching program and will have the responsibility of interpreting and explaining the program in his school district.

Each member shall assume major responsibility for the orientation of the student teachers, supervising teachers, other school personnel, and the public about the student teaching program in his school system.

Each member of the Council has the responsibility of implementing changes in the student teaching program as determined by the Student Teaching Council.

Section 2. Special Duties

(A) The Chairman

(1) The Chairman of the Council shall serve as the Chairman of the Executive Committee and preside at the annual business meeting. The chairman, with the approval of the Executive Committee, may appoint or dissolve committees at any time deemed necessary.

(B) The Vice-Chairman

The Vice-Chairman shall assume responsibilities as designated by the Chairman and the Executive Committee.

(C) The Executive Secretary

(1) The Executive Secretary shall serve as Secretary of the Executive Committee.

(2) The Executive Secretary shall serve as Secretary-Treasurer of the Council.

(3) The Executive Secretary shall certify as recognized members those persons from school districts which meet the requirements. He will notify the Council Chairman of any school district which fails to meet the requirement, and that unit will be ineligible to vote or to receive other benefits accruing to recognized school districts.

(4) The Executive Secretary shall be responsible for communications with Council members; for public relations; for coordination of plans for the annual business meeting; for such duties as may be assigned by the Executive Committee.

Article III - Executive Committee

Section 1. Powers

(A) The Executive Committee shall determine the tenure of the Executive Secretary and his travel and expense allowance.

(B) The Executive Committee may authorize the Executive Secretary to make contracts for the Council.

(C) The Executive Committee shall have power to authorize the Executive Secretary to employ secretarial services.

(D) The Executive Committee shall have power to authorize travel and other expenses for members of the Executive Committee and members of the Council.

(E) The Executive Committee shall approve the annual budget.

(F) The Executive Committee shall have power to conduct workshops and conferences and to authorize the payment of the expenses involved.

(G) The Executive Committee shall have the power to appoint delegates to attend meetings of other professional groups and to authorize travel and other expenses.

(H) The Executive Committee shall have power to appoint representatives to other professional organizations and to authorize travel and other expenses.

Section 2. Duties

(A) The Executive Committee shall attend to all business that occurs between the annual business meetings.

(B) The Executive Committee shall have the accounts of the Student Teaching Council audited prior to the annual business meeting.

(C) The Executive Committee shall prepare and present an annual report of its major proceedings and financial affairs at the annual business meeting.

(D) The Executive Committee shall plan and conduct an annual student teaching conference and may authorize the payment of the expenses involved.

Article IV - Affiliation

The Council shall participate in the activities of such educational organizations as shall be approved by the Executive Committee.

Article V - Amendments

Proposed amendments to the by-laws will become a part of the by-laws when they have been (1) approved by a majority of the Executive Committee, and (2) approved by two-thirds of the members voting in a mail ballot on the amendments or by a two-thirds vote of the members present at a regularly scheduled annual business meeting.

1963-64 School Year

The following indicates how the proposed sixty-four dollars ($64) per student teacher is to be divided:

I.	Among supervising teachers	$30 per student teacher	$30
II.	Operation expenses of Student Teaching Council and Executive Board	$14 per student teacher	$14
III.	Professional improvement in the centers from among the following: 1. One comprehensive individual membership in Association for Student Teaching for each building taking St. Cloud student teachers ($10 each) 2. Building professional library 3. Attendance at conference and workshops 4. Payments for workshop speakers or conference leaders 5. Scholarships and/or tuition payments	$20 per student teacher	$20
			$64

Example:

Assuming an average of 15 student teachers in a center during the year, the center would receive $960 from tuition. Of this, $450 would be divided among supervising teachers (I), $210 would be paid the Council (II), and $300 would be used for professional improvement (III).

1964-65 School Year

The following indicates how the proposed sixty-four dollars ($64) per student teacher is to be divided:

I.	Among supervising teachers	$30 per student teacher	$30
II.	Operation expenses of Student Teaching Council and Executive Board	$14 per student teacher	$14

III. Professional improvement in the centers from among the following:	$20 per student teacher	$20

1. One comprehensive individual membership in AST for each building taking St. Cloud student teachers ($10 each)
2. Building professional library
3. Attendance at conference and workshops
4. Payments for workshop speakers or conference leaders
5. Scholarships and/or tuition payments

$64

Example:

Assuming an average of 15 student teachers in a center during the year, the center would receive $960. Of this, $450 would be divided among supervising teachers (I), $210 would be paid the Council (II), and $300 would be used for professional improvement (III).

St. Cloud State College Student Teaching Council
Executive Committee Membership - 1964-65

Chairman	Kermit Eastman, Director of Elementary Education, St. Cloud Public Schools
Vice-Chairman	Russell Hamm, Curriculum Coordinator, Roseville Public Schools
Executive Secretary	Floyd Perry, Director of Student Teaching, St. Cloud State College
	LeRoy Norsted, Supterintendent of Schools, Osseo
	Nora Johanning, Jr. High Teacher, Elk River
	Josephine Jones, Elementary Teacher, Glenwood
	Edwin Nakasone, Senior High Teacher, White Bear Lake
	Irvamae Applegate, Dean of the School of Education, St. Cloud State College
	Alice English, Supervisor of Student Teachers, St. Cloud State College

Comment:

The Student Teaching Council of St. Cloud State College is an example of the organization that consists of all of the public schools which cooperate with a particular college, and the college, and which guides and sets policy for teaching centers.

For further information contact: FLOYD PERRY, St. Cloud State College, St. Cloud, Minnesota.

D. University of Utah -- Cooperative Center for Teacher Education

Proposal to Establish Student Teaching Centers as Links for Cooperative School-College Participation in the Improvement of Teacher Education and Public School Education

(Prepared by the Advisory Committee on Teacher Education for Submission to the Schools and the Faculties in Professional Education and the Academic Areas of the University of Utah)

Approved by the Advisory Committee on Teacher Education,
October 23, 1964
Approved by the Faculty of the College of Education,
November 30, 1964

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It is widely acknowledged that the training of teachers is the business of both the producers (academic and educational components of the colleges) and the users (schools and state boards). Some instances of cooperative planning and action have already produced beneficial effects. A greater degree of unity in thinking and operation is deemed desirable, particularly with reference to the preparation of new teachers, and the continuing development of teachers in service.

To that end, it is proposed that effort be made to develop a joint working relationship between classroom teachers, school administrators and supervisors, college of education faculty members, and academic faculty members in college. The relationship should be a genuine partnership in which all parties are willing to study the problems, look for sound and reasonable solutions, and share in making adjustments that can be supported by reason and available data. It is proposed that student teaching centers can constitute a natural link between the college and the schools. They furnish a point of common interest at which the academic professor, the education professor, the classroom teacher, and the supervisor can meet to examine and test constructive ideas, as they watch the college trained teacher carry his acquired education into a field tryout situation.

It is proposed further that that which is learned about good practice in a dynamic student teaching classroom should and can reach both ways and produce modifications in the pre-service education of the teacher, and in the education program of the schools. This link may well be the ideal setting for a real partnership between the theoretical and practical phases of education, in which each can continuously affect the other.

Both school and college personnel have for some time been aware of certain problems involved in their joint efforts to prepare teachers, to induct them into teaching, and to continue their development while teaching. Among these problems are the following:

1. There are discrepancies in the view held about teaching by college and school personnel, which have hampered effective relationships. We have not had adequate ways of resolving these discrepancies. They have caused difficulty for student teachers, and sometimes conflict between school and college faculty members.

2. Student teaching has not been as effective as desired by both parties.

3. The makeup of teaching majors, minors, and composites lacks something in agreement with what is actually being taught in the schools, so that teachers may not be adequately prepared to handle the subjects they are required to teach.

4. Ideas differ as to what constitutes useful continuing education for teachers in service.

As an outgrowth of these and other areas of confusion, irritations have been felt by all parties, and some of the possibilities for improvement in all aspects of the related operations have been lost. Both the colleges and the schools could gain greatly from the removal of these difficulties.

To be most productive, the centers should have the following characteristics:

1. They should be marked by the best instruction we know how to provide, including such innovations as are supported by adequate research.

2. They should remain in the role of workrooms rather than showrooms or centers of controversy.

3. There should be several of them to involve large numbers of people and avoid questions of discrimination.

4. They should be staffed with cooperating teachers who take pride and have real concern in inducting new teachers well, and who want to engage in improving educational practice, and who are acceptable to the university.

5. They should include the so-called disadvantaged areas.

6. Every effort should be made to make the classrooms and equipment conducive to superior teaching.

7. College faculty members from education and from the academic departments should work consistently at the centers to supervise student teachers and to join with cooperating teachers in efforts to improve operations.

8. All of those who participate should have dual participating membership in both the college and the school and have a part in shaping the programs in both directions.

9. Careful evaluation procedures should be employed regularly, and data accumulated and regularly interpreted and disseminated.

The organization should be as simple as possible consistent with involving interested groups from school and college. It is recommended that the organization of the centers take the following form:

1. An Administrative Council. The administrative direction of the centers should be in the hands of a council made up as follows:

Assistant Dean of the College of Education, Chairman
Head, Department of Education, University of Utah (as presently organized)
One member from the College of Letters and Science
One member from the Colleges of Business and Fine Arts
The Deputy Superintendent for Curriculum, Salt Lake City Schools
The Deputy Superintendent for Pupil Services, Salt Lake City Schools
The Deputy Superintendent for Curriculum, Granite School District
The person in charge of Pupil Services, Granite School District
The Deputy Superintendent for Instruction, State Department of Education

(It is proposed the plan begin by involving Salt Lake City and Granite Districts. When other districts become involved, personnel from those districts would be added to the Council.)

2. A Student Teaching Center Faculty. The Faculty will be composed of all the school personnel directly involved in the program at the teaching centers, all of the university personnel who participate in supervision

of student teaching and in the administration of the program, and those representatives of the State Department of Education who take part in the program.

The Faculty will meet once or twice each year to review the program, to consider recommendations from the Student Teaching Center Faculty Council, and to make recommendations to the Administrative Council pertaining to the operation of the program, and to the curriculums of the schools and of the teacher education program of the college.

3. A Student Teaching Center Faculty Council. Since the faculty will be large, it is recommended that there be a smaller council which will meet as frequently as it desires to engage in review of the program and the preparation of recommendations to the Student Teaching Center Faculty for the improvement of the public school curriculum and the teacher education program of the college. The Council will have three subcommittees which will do the major work of preparing recommendations for the Council. The membership of the Council will consist of the members of its three subcommittees, and the chairman of the Administrative Council.

4. Subcommittees of the Center Council. There should be three subcommittees with memberships and duties as follows:

a. Subcommittee on Management of Student Teachers.
The membership should include:

University of Utah Student Teacher Placement Director
A faculty member of the College of Education who
    supervises student teachers
The teacher personnel directors of the School Districts
One representative from the Principals of each
    Associated District
One teacher from each Associated District, selected to
    include both elementary and secondary teachers
A representative of the State Department of Education

The duties of this Subcommittee will be to direct the placement, supervision, and evaluation of the student teachers, and make recommendations on those aspects of the program.

b. Subcommittee on Curriculum for Teacher Education.
The membership should include:

The chairman of the University curriculum committees for
    elementary and secondary education
An academic faculty member from the University
An education faculty member from the University

The Elementary and Secondary Directors of the School Districts
The Director of Teacher Personnel of the State Department
One classroom teacher from each district, selected to include both elementary and secondary teachers

The duties of this Subcommittee will be to study the curriculum and the teaching of both faculty members and student teachers in the centers and make recommendations to the Council on ways of improving the curriculum of teacher education based on its studies.

c. Subcommittee on Curriculum for Public Schools.
The membership should include:

The same directors as in the previous subcommittee
One supervisor and one administrator from each District selected by the Superintendent
One teacher from each district, selected to include both elementary and secondary teachers
Two academic faculty members and one education faculty member from the University
The Administrator of the Division of Elementary and Secondary Education, from the State Department of Education

The duties of this Subcommittee will be to study the curriculum and the teaching of student teachers and faculty members in the centers and make recommendations to the Council on ways of improving the curriculum and the instruction in the schools based on its studies.

It is assumed that the foregoing bodies will in no way take over any of the regular administrative responsibilities of the schools or the college. Their recommendations will be advisory, but it is expected that the appropriate bodies in the schools and the college will give them serious consideration.

It is recommended that the program be inaugurated on a small scale as soon as the necessary administrative arrangements can be made, and that it be expanded as soon as possible thereafter until its scope is adequate to take care of all student teachers. It is estimated that twenty or more centers will be needed for a full program.

For additional information, write to: PAUL HANSEN, Chairman, Department of Education, University of Utah, Salt Lake City.

Comment:

The unique features of this plan are the "built in" joint committees which provide for cooperative efforts in improving not only the student teaching program but also in improving the two matrix programs in which student teaching takes place: (1) the college teacher education program and (2) the school classroom program.

E. Constitution of the Teacher Education Committee of the Colleges and Universities within Franklin County, Columbus, Ohio

Article I -- Name and Purpose

Section 1. Name

The name of this organization shall be The Teacher Education Committee of the Colleges and Universities within Franklin County.

Section 2. Purpose

a. To improve policies and practices in the student teaching programs of the colleges and universities within Franklin County.

b. To discuss policies and practices of the teacher education programs of these colleges so that all may benefit from such discussions.

Article II -- Membership

Section 1. Membership

The following positions in each college or university shall be represented:

a. The chairman of the education department

b. The director of field experiences and/or
    1) The director of secondary student teaching
    2) The director of elementary student teaching

Section 2. Duties of Membership

a. To attend the regular and special meetings

b. To carry out such activities as are necessary for the purposes of the organization

Article III -- Administration

Section 1. Officers

The officers of this organization shall be a chairman and a secretary.

Section 2. Election of Officers

a. Officers shall be elected from among the members of the organization.

b. The officers shall be elected by ballot for one year by a two-thirds vote of the members present at the last meeting of the academic year. If there is no election on the first and second ballot, a plurality shall suffice to elect on the third ballot.

c. Election to fill an office made vacant by any cause whatsoever shall be held either in regular or special session, not later than one month after the vacancy has been made.

Section 3. Duties of Officers

a. The chairman
  1) To preside over all the meetings.
  2) To enforce the observance of the constitution.
  3) To call special meetings of the organization when occasion demands.

b. The secretary
  1) To record the minutes of all regular and special meetings.
  2) To attend to the correspondence of the organization.

Article IV -- Meetings

Section 1. Regular Meetings

Regular meetings shall be held once a month at a time agreed upon by the officers and members.

Section 2. Special Meetings

Special meetings may be called by the chairman.

Article V -- Amendments

Section 1. Amendments

The constitution may be amended by a two-thirds vote at any regular meeting or at a special meeting called for that purpose.

For further information contact: L. O. ANDREWS, School of Education, The Ohio State University, Columbus.

Comment:

This Teacher Education Committee has representation from all colleges and universities operating within Franklin County, Ohio. It provides a forum for the interchange of ideas among many colleges training teachers in the same metropolitan area. There probably would not have been a need for an organization of this type before teacher training institutions were forced to move into off-campus student teaching situations - often competing against each other for the most desirable schools and cooperating teachers.

F. State of Texas: Proposed Law for Student Teaching*

A BILL
To Be Entitled

An Act providing for the implementation of a program of student teaching, providing for administration of program, financing of program, an effective date, a severability clause, and an emergency clause.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

Section 1. To provide the students, facilities, and supervision for the student teaching experience required by law as a prerequisite to the issuance of a valid Texas Teaching Certificate, it is necessary that joint responsibility among the Teacher Education Institutions, the Texas Public Schools, and the State of Texas be established.

Section 2. The Central Education Agency, with the cooperation of college and public school personnel, shall establish standards for approval of public schools to serve as Student Teacher Centers and define the cooperative relationship between the college or university and the public school which serves the student teaching program.

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* During the 1965 Session of the Texas Legislature, this bill, with some slight modifications, was passed by the Senate. It was voted out of the House Committee with approval but failed to receive attention on the floor of the House.

Section 3. The public school serving as a Student Teacher Center and the college or university using its facilities shall jointly select the supervising teachers to serve in the program and provide for a continuous in-service improvement program for said supervising teachers.

Section 4. There shall be paid directly to the public school serving as a Student Teacher Center the sum of Two Hundred Dollars ($200.00) for each supervising teacher, to be added as an increment to the salary of each such supervising teacher. In addition there shall be paid the sum of Fifty Dollars ($50.00) for each supervising teacher to assist in meeting the additional costs incurred in providing facilities for student teaching. This total of Two Hundred Fifty Dollars ($250.00) per supervising teacher shall be paid from the Minimum Foundation Program Fund, and this cost shall be considered by the Foundation School Fund Budget Committee in estimating the funds needed for Foundation Program purposes.

Section 5. This Act shall not become effective until September 1, 1967, but it shall be in full force and effect for the school year 1967-68 and for each school year thereafter.

Section 6. If any section, subsection, sentence, clause, or phrase of this Act is for any reason held to be unconstitutional, such decision shall not affect the validity of the remaining portions of this Act.

Section 7. The fact that there now is no state policy relative to the Student Teaching Program and the importance of this specific requirement for certification to teach in Texas schools creates an emergency and an imperative public necessity that the constitutional rule requiring bills to be read on three several days in each house be suspended, and said rule is hereby suspended.

Comment:

This piece of legislation represents an attempt to finance cooperative student teaching endeavors which were made mandatory by a previous state law.

For further information contact: EMMITT D. SMITH, West Texas State University, Canyon.

G. West Virginia Standards for Student Teaching

A statewide committee of college and school personnel under the direction of Rex M. Smith, State Superintendent of Schools, made a study of teacher education and prepared a volume, Standards for the Accreditation of Under-Graduate Teacher Preparation Programs in West Virginia. The State Board of Education adopted The Standards in 1963, and the text was published in May, 1964.

Although cooperative structures are not prescribed in the section on "Standards for Student Teaching," they would have to be initiated in order to carry out the standards. Impressive in these standards are the requirements for the certification of the "teacher education associate" (supervising teacher) and the demands made upon the college supervisor toward upgrading substantially the laboratory experience in teacher preparation.

Standards for Student Teaching

1. Standards for Supervising Teachers

The college shall have the responsibility of selecting supervising teachers from a list certified by the county superintendent after consultation and agreement by the county supervisory staff, principals, and the institutional representative, using as a basis of judgment the following criteria:

Personal qualities which distinguish the supervising teacher as a person who:

a) Is a superior teacher in his own right.

b) Possesses a positive professional attitude and real respect and liking for teaching.

c) Will be a cooperative participant in the total school program and in the teacher education program.

d) Will be able to work effectively with other teachers, school patrons, student teachers, and college supervisors.

e) Will be able to assist the student teacher in the development of his skill and self-evaluation, and be able to make an objective evaluation of the progress of the student teacher in order to document for the college supervisor the strengths and weaknesses of the student.

Professional preparation which distinguishes the supervising teacher as a person who holds a Professional Certificate endorsed for serving as a "Teacher Education Associate" on evidence that he:

a) Holds a valid professional license endorsed for the specialization(s) in which he supervises student teachers.

b) Has been awarded a master's degree based on a program which includes:

    (1) Fifteen (15) or more semester hours of course work in the areas of specialization in which he supervises student teachers.

    (2) One course (or more) in supervision or curriculum development.

    (3) A course in the supervision of student teachers. (To be eligible for a course in the supervision of student teachers, one must have served or be serving as a supervising teacher.)

c) Has had five years of successful teaching experience, two of which must be in the areas of specialization in which he will be supervising student teachers.

d) Has supervised successfully two student teachers and been recommended by the institutional representative of student teaching under whom he worked, as a person who has the attributes described under personal qualities.

Minimum Requirements for Employment

Because it will not be possible for all positions to be filled immediately with teachers who meet the academic standard previously described, the statewide goal must be achieved gradually. When vacancies exist because the college cannot fill all positions with teachers who meet the standards for an endorsement, supervising teachers shall be selected from a list certified by the county superintendent, after consultation and agreement by the county supervisory staff, principals, and the college representative, using as a basis of judgment the following criteria:

a) Personal qualities as previously described.

b) Professional preparation as follows:

The supervising teacher (Class A):

(1) Shall hold at least a professional license endorsed for the specialization(s) in which he supervises, and in addition, shall have twelve (12) semester hours on the graduate level to include further work in the specialization in which he supervises student teachers and at least one course in supervision and/or curriculum development.

(2) Shall have four years of successful teaching experience, two of which must be in the area of specialization in which he will be supervising student teachers.

In case vacancies exist after filling positions with persons holding Class A qualifications, supervising teachers may be selected from a list certified by the county superintendent, after consultation and agreement by the county supervisory staff, principals, and college representative, using as a basis of judgment the following criteria.

a) Personal qualities as previously described.

b) Professional preparation as follows:

The supervising teacher (Class B)

(1) Shall hold at least a bachelor's degree and a professional license based on college preparation in the specialization(s) in which he supervises.

(2) Shall have a minimum of two years of successful teaching experience, one of which must be in the grade levels or areas of concentration in which he will be supervising student teachers.

2. Standards for Compensation to Supervising Teachers

Among educators and laymen there is complete agreement that student teaching under supervision is of extreme importance and that the supervising teacher must be a person who has the special talents, energy and time essential to perform the necessary duties of supervision adequately. Compensation shall be made to the supervising teacher in relation to his qualifications for serving as a supervising teacher, previously described in standard one.

3. Standards for Selection of Public Schools for Observation and Student Teaching

Student teaching should take place in a carefully selected school which provides opportunity for the professional experiences essential to a teacher preparation laboratory and which can accommodate a number of student teachers.

The college shall have the responsibility of selecting centers for observation and student teaching from a list of schools certified by the county superintendent after consultation with and agreement by his supervisory staff, principals, and the college representative. The Student Teaching Center shall be a school which shows evidence of:

a) Administrative and instructional leaders who are genuinely interested in the preparation of teachers and willing to cooperate with the college in the teacher education program.

b) A number of competent teachers with a high sense of commitment to the facts and values which give integrity to teaching and a personal desire to participate in the student teaching program.

c) Being typical in that it has those grades, courses, and special groups that a student may be required to teach according to the certificate for which he is working and an atmosphere which allows and encourages experimentation and innovation.

d) Meeting satisfactory standards of heating, lighting, and ventilation, equipped with an adequate library, and modern, up-to-date materials and instructional supplies (maps, globes, charts, audio-visual equipment, etc.)

e) First Class Accreditation by the State Department of Education

Secondary Schools - Evaluation for accreditation as a First Class High School shall take place within each five-year period. Preference in selecting centers shall be given to schools which are approved by The North Central Association.

Elementary Schools - Shall meet the standards prescribed for approval as a First Class School by the State Department of Education, through an evaluation during each five-year period.

4. Standards for College Supervisors

Each student teacher shall be supervised full time for a period of not less than eight weeks by a member of the college staff who shall:

a) Be employed specifically for the purpose of supervising student teachers.

b) Be selected to supervise student teachers because of his demonstrated teaching ability and his training for, experiences in, and demonstrated ability in directing the laboratory experiences of prospective teachers. His experience shall include teaching in a public school system.

c) Visit the school, observe the student teach, and confer with each supervising teacher a minimum of three times at reasonable intervals during the student teaching period.

d) Be responsible for seeing that regular, periodic group conferences are held during the student teaching period, and conducted either by college personnel or specifically designated school or other personnel employed by the college for that purpose, as a part of their total supervisory duties.

e) Hold a minimum of three individual conferences with each student teacher following observation of his work, and as many other observations and conferences as possible.

f) Design the student teaching program to assist teachers, school administrators, and college supervisors in understanding their roles in the laboratory phases of teacher education and improve their competence and skill in performing their roles.

g) Assure a county board of education cooperating with the student teaching program that:

   (1) Prospective teachers assigned to the school designated as a teacher preparation laboratory are selected through rigorous application of institutional standards which admit to student teaching only those persons who are well qualified.

   (2) Each student teacher accepts the principle that the welfare of the boys and girls in the school must come first at all times and that the student teaching arrangements is dependent on this principle.

   (3) Each student teacher recognizes that he is permitted to carry the delegated responsibilities of the student teacher only so long as his personal and professional conduct under the immediate direction of his supervising teacher and principal merits this consideration.

5. Standards for School Administrators Cooperating in the Student Teaching Program

The superintendent of a county contracting with an institution for a student teaching program shall assure his board of education that:

The principal of a public school selected as a student teaching center has accepted the responsibility for:

a) Interpreting to the school faculty and to the community the importance of their roles in the improvement of public education to the end that they will wish to accept this important responsibility.

b) Effecting conditions conducive to an efficient operation of student teaching and related experiences.

c) Providing leadership in a continuing program to upgrade the competence and understanding of the school staff involved in the student teaching program and related experiences.

d) Carrying out the following policies:

    (1) The supervising teacher shall retain full authority over all aspects of the school program (instruction, discipline, and pupil evaluation), delegating responsibilities to student teachers on a temporary basis only.

    (2) The supervising teacher shall be in the classroom at least eighty percent of the time the student teacher is teaching. his absence from the classroom shall be carefully planned in accordance with the needs of the pupils and the demonstrated competence of the student teacher.

For further information contact: GENEVIEVE STARCHER, Director of Teacher Preparation and Professional Standards, State Department of Education, Charleston, West Virginia.

III. REPORT OF COOPERATIVE VENTURES 1964-65

The following reports supplement the descriptions of cooperative activities in teacher education included in the Subcommittee's First Report.*

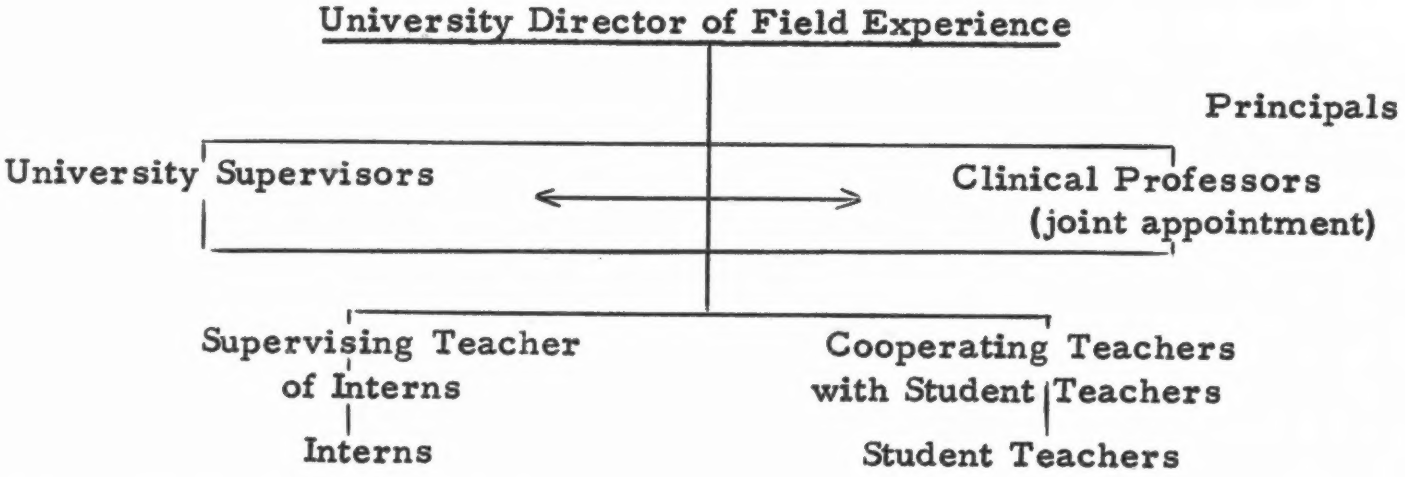
A. University of Oregon
Joint Appointments Between School and College

During the 1964-65 school year, the University of Oregon implemented the clinical professor organization in order to solve the problem of providing high quality supervision for interns and student teachers by both college supervisors and supervising teachers in the public schools. The reorganization of supervisory services included a new position called the Clinical Professor and a change in the roles of the college supervisor and the supervising teacher. The reorganization also created a setting in which new career opportunities for teachers in public schools were provided.

This reorganization is part of a state-wide plan backed by a Ford Foundation grant of $3,500,000 to the State Board of Education. The primary purpose of the Oregon plan is the improvement of teacher education.

In the new organization provisions were made for in-service opportunities for teachers working with interns or student teachers. Roles were defined on the principle of allowing each institution involved to assume those responsibilities for which it was best suited. Placement of students and selection of supervising teachers will be done more efficiently by an individual closely associated with the setting in which the clinical experience will occur. Recognition, in the form of a stipend for increased responsibility, was given to those working with prospective teachers.

The diagram below shows the relationship of the various individuals in the organization.


University Director of Field Experience
Principals
University Supervisors
Clinical Professors (joint appointment)
Supervising Teacher of Interns
Interns
Cooperating Teachers with Student Teachers
Student Teachers

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* Copies are available from AACTE, 1201 Sixteenth Street, N. W. Washington, D. C.

The clinical professor is the key person linking the University and the public schools in the teacher preparation program. The clinical professor is a joint appointment, having responsibilities to both institutions employing him. Specifically his responsibilities are:

1. Teach in the public schools half time.

2. Provide in-service programs for supervising teachers of interns (bi-weekly seminars) and cooperating teachers (approximately six per term).

3. Coordinate placement of University students for clinical experience with building principals in schools with which the clinical professor is associated. (At the elementary level, a clinical proressor would be assigned to three schools which could accommodate nine interns and thirty-six student teachers during a year.)

4. Provide orientation of students assigned extended clinical experiences (such as student teaching or the internship) to the district's policies, procedures, material and instructional program.

5. Work with interns for one week during the pre-intern summer in developing plans for the coming year.

6. Provide occasional seminars for student teachers (approximately three, in association with seminars for cooperating teachers).

7. Provide weekly seminars for interns.

8. Perform "spot" supervision of interns and student teachers to keep abreast of the level of operation.

9. Serve as chairman of a "clinical team" consisting of the three building principals, the University supervisor, and the clinical professor. The clinical team should meet once each term, and as necessary, to assay and coordinate total placement-supervisory operation.

A more thorough description of this plan, including a cost analysis, may be obtained from: JOHN E. SUTTLE, at the University of Oregon.

Comment:

The unique feature of this plan is the implementation of the clinical professor organization as a joint venture between the school and the college. It should be watched closely because it goes far beyond a mere "good will" exchange of services with its adequate financial basis and official connection with the State Department of Public Instruction.

B. Queens College of the City University of New York Internship Program

"The first phase of the internship program at Queens College is an intensive summer's work which includes classes on campus, working with adolescents in a community agency, and observation in schools. During the week before school opens the prospective interns and the resource teachers in the schools work together in making specific plans for the school year.

Three interns are assigned to work with one resource teacher in the school and the three assume the teaching schedule and receive the salary of one regular teacher. The resource teacher is paid a supplementary salary by the College for work with the interns. Subject matter specialists at the College are available for consultation either on campus or in the school."

Comment:

The innovation in this project is the assignment of three interns to one resource teacher in the school and the joint financial agreement which includes an extra stipend for the resource teacher paid by the college.

Cooperative Supervision of Teaching

Queens College has reported several new activities which have been made possible by the original cooperative plan reported earlier.

The Department of Education has a steering committee composed of all faculty members who supervise in Harlem schools. One special program under the surveillance of this committee is the Harlem Student Teaching Program. The unique feature of this project is an arrangement between the College and the New York City Board of Education in which "principals of the three cooperating schools" may request the board to appoint graduates who have done their student teaching in these schools.

Three new schools have been added to the cooperating junior high schools. Each of these schools has agreed to accept six or more students in one or two subject areas. Prior to this year cooperating schools would take only one or two students in each subject area. This new arrangement makes it possible for college supervisors to spend more time in a particular school to work with the students as a group, and to work more closely with the department head and cooperating teachers.

A college methods class met in one junior high school for one-half term. Demonstration lessons were provided as well as participation in regular classes. Regular teachers and college staff members conducted the college class discussions. The College Educational Clinic gives additional service to the school and uses children from the school for demonstration services.

A bulletin* has been published as a result of studies previously reported in the Bridge Project, which was an attempt to improve the preparation of teachers for difficult schools.

For forther information contact: HELEN STOREN, Professor of Education, at Queens College.

Comment:

Assignment of beginning teachers in schools similar to those in which they have been trained has always been a difficult task for the large city system. The spirit of cooperation between the training college and the school system has broken through the "red tape" in this instance.

The willingness of a public school to accept several student teachers at one time to facilitate supervision and to provide for closer coordination with college personnel, the participation of public school personnel in college methods courses, and the services given to the schools by College's Educational Clinic are characteristic of the interaction engendered by a cooperative structure in student teaching. Reciprocal services arising out of these contacts often go far beyond student teaching and extend into the curriculum and child study areas.

C. Teachers College, Columbia University Field Center for Preparing Teachers to Work with the Culturally Deprived

As mentioned in the First Report, the "Teachers College Teachers Corps" was launched in the spring of 1963 as a pilot project to train teachers for service in culturally disadvantaged urban areas. This pilot group consisted of pre-service graduate students. A broad program of community experiences; enriched background through reading, lectures and discussion; and guidance by specially prepared cooperating teachers were features of the plan.

An evaluation period at the end of the program was devoted to preparation of reports of the experience by the student group, by the cooperating teachers and by the college personnel. The students found this period particularly valuable in providing an opportunity to think about their experiences and clarify their thoughts in the written report.

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* Helen Storen and Edgar Robert, Learning to Teach in Difficult Schools.

The work with the cooperating teachers was judged to be of major importance. The careful selection, voluntary participation and special training of the cooperating teachers resulted in significantly superior experiences for student teachers. In addition to their report and recommendations for the project, the teachers wrote a manual for student teachers in their schools.

Two members of Teachers Corps were married at the end of the program. The others returned to the schools of the area as regularly appointed teachers. From September until June of their first year of teaching the group met weekly with the coordinator of their pre-service program. During the first semester the beginning teachers were registered for a two-point seminar, but they continued their meetings without credit the second semester. In addition to leading the seminar, Dr. Dorothy McGeoch visited the teachers in their classrooms, had individual conferences as needed and talked with principals and other administrative officers.

In spite of student teaching and the special preparation in the schools where they were appointed as beginning teachers, the members of the Teaching Corps did not find their first year free of problems. That they all survived and returned to the same schools for a second year may be considered a major achievement.

Three outcomes of the year's work stand out. First, the value of the follow-up activities was clearly demonstrated. The support and encouragement which the beginning teachers gave each other was important. They were able to see opportunities for putting to immediate use the suggestions of their instructor. Never did a college teacher find a more receptive and eager class group.

Second, there was evidence that, in school situations such as these, classroom organization and control is a major concern of the beginning teacher. Any concentrated attention on curriculum adaptation and development of a creative program must wait until some degree of security in classroom management is attained. It may be hypothesized that for the beginning teacher in depressed area schools development of teaching competence occurs in two sequential but overlapping stages; the establishment of classroom control, then focus on curriculum problems.

Finally, the program has proved to be a valuable source of experience and insight for the Pre-service Program in Childhood Education. Program modifications including work with first year teachers and a new two-year internship program, have been initiated as a result of this experience.

A publication for first year teachers in depressed urban areas has been issued.* Material from taped seminar sessions, from written reports, and from extended interviews will be used to develop professional histories of several beginning teachers. The histories and some suggestions based on their contents will be directed especially to the first year teacher although implications for teacher preparation programs also are apparent.

For further information write: DOROTHY McGEOCH, Professor of Education, Teachers College, Columbia University, New York, N. Y.

Comment:

The careful selection and special training of the cooperating teachers were judged to be of major importance in developing continuity between pre-service and in-service teacher education. The student teachers were appointed as beginning teachers in the school where they did their training and they maintained formal contact with the coordinator of their pre-service program. This type of continuity might be sustained if school-college cooperation becomes a modus operandi.

D. Hunter College of the City University of New York Affiliated Schools

An off-campus research and laboratory center has developed during the past two years as a result of a cooperative venture between Hunter College and an off-campus elementary school (P. S. 191): This center concentrates on teacher education and the improvement of programs for children in lower-class urban areas. Eighteen teacher-training institutions (including Hunter) in New York City are involved in similar cooperative enterprises.

Included among the cooperative activities of this center are a special student teaching program; a teacher aide program; a longitudinal study of reading problems of first grade students involving follow-up services provided by the staff of the College's Educational Clinic for children diagnosed as having perceptual difficulties in learning to read; a plan for developing suitable language arts--reading materials for urban, lower-class children; and a group program for parents of children in city-wide pre-kindergarten classes for four-year olds.

Projected plans include the establishment of three new off-campus centers, and offering a course in curriculum and methodology in P. S. 191 in which college and school faculty will be involved in a team effort.

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* Dorothy McGeoch. Learning to Teach in Urban Schools, Teachers College, Columbia University, Bureau of Publications. June 1965.

For further information regarding this program contact: NANCY O'BRIEN, Assistant Professor at Hunter College.

Comment:

This venture demonstrates how a school and a college can pool their vast physical and human resources to solve both their mutual and their unique problems. The cost of building and staffing a laboratory school is often prohibitive to even the wealthiest colleges, and few school districts can afford a permanent staff of researchers to solve specific problems.

E. The University of Missouri at Kansas City Student Teaching Center

As reported in the National Survey of Cooperative Ventures, the University of Kansas City and the Kansas City Public Schools organized three secondary and three elementary school student teaching centers with the aid of a grant from the Ford Foundation. This program involved a cooperatively planned sequence of directed experiences for the student teacher, both in the school and in the community. Much of the original plan is still in effect, but several modifications, extensions, and improvements have been made during the past year.

The elementary program has been expanded from three to five centers, which now provide a varied range of socio-economic settings and curricular programs. Students have the opportunity to specialize in such areas as team teaching, modern mathematics, and instruction in "culturally deprived" neighborhoods.

The secondary program has expanded from three initial centers in Kansas City to include several more in the suburbs, which provide facilities for about fifty percent of the secondary student teachers. Senior student teachers working in the secondary school student teaching centers are referred to as associate teachers.

In addition to the changes made in the centers, the University of Missouri at Kansas City reports several innovations at the University which are designed to extend the opportunities for closer school-college cooperation. Typical is a Center for the Study of Metropolitan Problems in Education which will provide research opportunities for students who desire to learn more about "depressed areas." It will also encourage closer coordination of efforts to improve education among communities and between the community and the University.

For further information contact: DONALD COX, Director of Elementary Student Teaching, University of Missouri at Kansas City.

Comment:

This established program of cooperative centers is beginning to show that a truly cooperative structure can be the means for innovation.

F. The Pennsylvania State University
Department of Elementary Education
Cooperative Workshops for Supervising Teachers

Funds formerly paid as honoraria for cooperating teachers are now being used by the Department of Elementary Education at the Pennsylvania State University to finance four new activities which have been designed to bring the Department and the cooperating schools into closer working relationships. Each activity is described briefly below:

1. The Department has agreed to conduct cooperatively planned annual summer workshops for selected teachers and administrators from cooperating school districts; and schools which have indicated an interest in participating in the student teacher program are also invited to send representatives. The planning for these workshops is done by representatives of the cooperating schools and members of the Department of Elementary Education.

   All of the expenses, including travel allowances, are borne by the Department. This may be a unique method of funding this type of activity, although it is somewhat similar to the financial plan previously reported by St. Cloud State College (Minnesota).

2. Regional workshops will be conducted during the school year for all cooperating teachers and administrators in the Eastern, Central, and Western regions of the state. The planning for these workshops will be accomplished cooperatively by representatives from each of the cooperating school districts, the university supervisor in each region, and the Director of Elementary Student Teaching.

3. The University has agreed to make available the resources of the faculty of the Department of Elementary Education to the cooperating schools as resource people, speakers, consultants, etc. The requests for these services originate in the school districts, and all costs are borne by the Department.

4. Professional literature is purchased for the cooperating schools by the Department. The University supervisor is responsible for ordering the materials which he and the cooperating school people have selected.

Although it is still too early to make any final judgments, the enthusiasm manifested by both the cooperating schools and the faculty of the Department of Elementary Education indicates that closer and more effective cooperation and understanding undoubtedly will result.

For further information contact: WARD SINCLAIR, Director, Student Teaching, Elementary Education, at The Pennsylvania State University.

Comment:

The new dimension here is the channeling of the money originally used for stipends into a budget for summer workshops on supervision cooperatively planned by school and university personnel. The budget includes travel expenses.

One trade that colleges can make with schools for student teaching stations is offering the service of college faculty as consultants and speakers free of charge. This kind of arrangement is possible for small scale operations but under present college finances a contract probably would have to be drawn up if a school system requested large scale services from the college.

G. Michigan State University Elementary Internship Program

The Elementary Internship Program (EIP) has evolved from the cooperative endeavors of twenty-one public school districts and the College of Education. This undergraduate teaching internship has resulted from careful program exploration and development in six former Student Teacher Education Program (STEP) off-campus centers. In each center school administrators, supervising teachers, and University faculty cooperatively design and implement the several stages of teacher education:

1. Opportunities are provided to examine aspects of the society-power structure as related to social foundations of education.

2. Opportunities are provided for observation and directed teaching experiences to amplify educational psychology, instructional demonstration, and directed teaching experience to parallel the study of methods of teaching content.

In each center a steering committee has functioned where necessary, with each cooperating district having representation.

The E. I. P. centers in Kent and Macomb Counties are now developing into clinical settings for teacher education. In such settings the relationship between public school personnel and University personnel is intensified.

Already, in these centers, programs such as the following have been initiated:

1. Project English is a study to improve the preparation of English teachers at the secondary level.

2. The Social Science Institute is exploring ways in which the total social studies curriculum in several school districts may be upgraded and redesigned.

3. Beginning teacher growth is being examined intensively for the purpose of creating diversified approaches to initial professional growth. (In the latter example an eight district council has been meeting for several months and is developing specific designs for school district programs.)

4. A Clinical Procedures Manual, based upon a descriptive documentation of the model of teacher decision making operative in the intern programs, is being created to enrich the professional dialogue between intern teachers and intern consultants.

5. Seminars for new and experienced supervising teachers are being provided each school term.

6. Specific curriculum resources continue to be available to each school district within the center as requests are received. (A close link is maintained with the Continuing Education Service in regards to matters that facilitate course offerings.)

Twenty in-service Teacher Education Workshops are being conducted during 1964-65 in the State of Michigan under joint sponsorship by the public schools and the University.

For additional information write: VERNON HICKS, Michigan State University, East Lansing.

Comment:

This program is indicative of how cooperative endeavors in student teaching may spread to many aspects of curriculum development and research.

H. Central Michigan University Internship Program

In cooperation with nearly forty public school systems, Central Michigan University has developed a teacher internship which involves three semesters of off-campus teaching wherein the students are paid employees of the school districts. The salaries range from 50 to 80 percent of a full-time beginning teacher. This five-year program results in a bachelor's degree and a teaching certificate.

Staff members from the university and the schools jointly develop the internship programs and reach decisions relative to the duties of interns, the nature of the work that is required in the school, and the level of intern which is needed to do the job. A committee of school and college personnel also plan orientation sessions for new intern supervisors.

This program has been functioning since 1959, and although it was originally funded by the Ford Foundation, it is no longer dependent on special grants.

For further information write: CURTIS E. NASH, Central Michigan University, Mt. Pleasant.

Comment:

This is an example of a cooperatively developed teacher internship which began with a grant from a foundation and which is now operating within a regular college program.

I. University of Maine Cooperative Supervision of Teaching

With the help of a $500,000 grant from the Ford Foundation, the University of Maine has developed the Team Teaching Project in teacher education, which involves an entirely new concept of undergraduate teacher preparation. The old sequence of separate foundation courses has been replaced by three basic courses, each taught by teams of five professors. A complete closed circuit television facility has been available for presentation of lecture material and observation of public school classrooms.

The second major phase of the Project involves ten public schools, where pilot instructional teams have been organized to try out new teacher-training ideas and to serve as observational models for interested Maine educators.

Both high school and elementary teams are now operating in key locations around the state, and each is involved in at least one curriculum or technological experiment, ranging from development of new learning objectives to the non-graded concept.

The proponents of this Project have made several judgments: (1) the Maine Project has demonstrated that college team teaching is feasible because course duplication has been eliminated and quality improved; (2) the use of closed-circuit television has created a new dimension in college teaching; (3) experience with the cooperating public school teams has shown that Maine school people can organize and operate teaching teams of high quality. With consulting help from university personnel, the teams are demonstrating educational innovations which serve as models for the entire state.

For additional information, contact: MARK SHIBLES, Dean, College of Education, University of Maine, Orono.

Comment:

The college team teaching aspect of this program could have even more important ramifications than those reported here, as cooperative ventures often transcend student teaching and enter the realms of curriculum development and research in the public schools.

J. University of Wisconsin-Milwaukee
Seminar in the Development and Improvement of Teaching Method

The primary objective of this program is to help the cooperating teacher develop the ability to analyze teaching (including his own and his student teacher's teaching) from the various dimensions suggested by current theory and research on the nature of teaching. The expected outcome is improvement in the cooperating teacher's own teaching, as well as improvement in his supervision of the student teacher's teaching.

Eleven cooperating teachers from a student teaching center meet weekly in a two and one-half hour seminar to

1. examine current theory and research on the nature of teaching

2. analyze tape recordings and tapescripts of their own teaching behavior from the dimensions suggested by recent theory and research

3. draw implications for teaching and supervising their student teachers.

The cooperating teachers, individually or cooperatively, are developing seminar projects centered on improving their own instruction of children, on methods of teaching their student teachers, and on improved supervision of their student teachers.

In general, the study and analysis of teaching behavior has centered on the teacher's questioning, task-setting, and responding in terms of the kinds of thinking apparently being promoted; on the teacher's role in value-clarification; on the teacher's influence on the social-emotional climate of the classroom; on the dominative-integrative functions of the teacher; and on teaching as curriculum decision-making. The relationship between the method of inquiry of a discipline and teaching method in the school subject based on the discipline has been explored.

The seminar, exploratory in nature, has been jointly sponsored by the University and the cooperating school system with scholarships being provided by both.

For further information regarding this project write: WESLEY J. MATSON, Associate Professor of Education, University of Wisconsin-Milwaukee.

IV. SUMMARY REPORT OF THE WORK CONFERENCE ON COOPERATIVE VENTURES*

By Hans Olsen and Elmer Schacht, Department of Elementary Education, Wayne State University

A. Purpose of the Conference

To assist the AACTE, through its Subcommittee on School-College Relationships, the work conference was planned to assess the trend toward close cooperation between colleges, schools, and state departments in the practice and laboratory phases of teacher education.

The specific purpose of this conference was to bring together the directors of projects cited in the Subcommittee's publication, Report of a National Survey of Cooperative Ventures** with leaders from interested professional organizations to study the cooperative trends and share their thinking with the Subcommittee regarding:

1. Issues at stake
2. Rationale for cooperation
3. Models of cooperative structures
4. Funding suggestions
5. Needed research

B. Conference Procedures

The conference heard three presentations to widen horizons for studying the problem:

State and Federal Aid to Teacher Education, L. O. Andrews, Coordinator of Student Field Experience, Ohio State University

New Perspectives for Teacher Education, Herbert F. LaGrone, Director, Teacher Education and Media Project, AACTE

Identification Processes in Student Teaching, Fritz Redl, Distinguished Professor, Wayne State University

Study groups of six to eight persons came to grips with the agenda prepared by the Subcommittee. Each study group was chaired by a member of the Subcommittee and included a public school representative, a college administrator and directors of several projects. Representatives of the Wayne State University faculty who have been involved in the development of teaching centers served as recorders. A summary session was held to pool and discuss the recommendations made by each study group. Study groups were asked to consider the following topics in their discussions, keeping in mind the three major institutions involved--schools, colleges and state departments:

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* Work conference sponsored by the AACTE Subcommittee on School-College Relationships, November 15-17, 1964, Wayne State University, Detroit, Michigan.

** Available from the American Association of Colleges for Teacher Education, 1201 Sixteenth Street, N. W., Washington, D. C., at 50¢ a copy.

1. Identify key issues; set up priorities
2. Suggest rationale for cooperative structures
3. Define responsibilities and roles of each institution and of related professional organizations, i. e., AST, TEPS, AASA, ASCD, NCCSSO.
4. Construct models
5. Make suggestions for funding (what do we want aid for and how to get it)
6. Identify procedures for change and pressures that need to be met, i. e., political forces
7. Propose resolutions to be made to the AACTE
8. Suggest needed research, i. e., effects of institutionalizing efforts
9. Study substance of experiences in the school laboratory

Recorders

Russell Broadhead
Kenneth Goodman, General Sessions
Hans Olsen
Wilma Pyle
Elmer Schacht
Helen Suchara
Louis VanderLinde

Chairmen of Study Groups (Subcommittee Members)

George W. Denemark	University of Wisconsin-Milwaukee
Richard E. Lawrence	AACTE
James Nickerson	North Dakota State University
Philip W. Perdew	University of Denver
E. Brooks Smith	Wayne State University
Emmitt D. Smith	West Texas State University
Patrick Johnson (Consultant-Assistant to the Subcommittee)	Wayne State University

C. Proceedings of the Conference

Summaries of Major Addresses:

State and Federal Aid to Teacher Education

L. O. Andrews

Student teaching is insufficiently based on theory and sound research. There is a general unsupported assumption that student teaching is beneficial: it is accepted on a common-sense basis. The principles of student teaching have remained unchanged for years. Student teaching was moved to public schools from college laboratory schools because of the rapid increase in the number of students preparing for teaching careers. Only the public schools could possibly handle so many student teachers. One consequence of this shift is that student teaching programs have developed "in between" two separate and distinct hierarchies, the school and the college. Problems of responsibility, control, and financial support have resulted. The number of student teachers is increasing so rapidly that many classroom teachers are hurriedly recruited to become supervising teachers. Procedures for their selection, induction, and training are usually informal and too often nonexistent. Much student teaching now takes place under extremely unfavorable conditions. With a probable increase of 40% in the number of student teachers by 1967, programs based on existing principles of student teaching and current sources of financial support will be in danger of complete collapse.

The states must assume a larger role in developing appropriate student teaching programs. There must be cooperation on a state level between and among state education agencies, public schools, colleges and professional organizations. Some national professional organizations must take the leadership in providing an adequate, timely rationale for student teaching. The only agency that can provide the massive support needed in time to do any good is the federal government. Federal support is likely: the question is what kind?

It is proposed that: centers for research in teacher education be enlarged; state departments of education expand efforts to foster teacher education; NDEA-type fellowships be provided for doctoral study in student teaching; cooperative ventures in teacher education within states be supported by grants; state departments of education be given grants to cover costs of administrative and supervisory services in student teaching at the state level.

The Tasks Which Are Ahead:

1. Definitions: Completion of the work begun by the AST Committee on Terminology, especially in the matter of internships, apprenticeships and the identification of some of the evolving roles.

2. Rationale: Secure a small group of leaders to draft a statement embodying our best research, subjective and empirical knowledge as a focus for encouraging improvement now.

3. Theoretical: Completion of a preliminary, theoretical analysis of the contribution of direct experiences in the development of a professional teacher, and the laying out of plans for a larger research oriented attack on this problem.

4. Operation Bootstrap: Development of some model plans for developing voluntary cooperative School-College-Official Agency-Professional Organization arrangements in different types of circumstances and for different purposes.

5. State Approach: Develop suggested guides for state plans including all official and unofficial agencies to collaborate in such areas as developing proposals and securing approval for programs, standards, institutional approval and the like.

6. Financial Support: Develop proposals and project strategies for securing state and federal support for the improvement of the laboratory phases of teacher education.

7. Leadership: Promote the analysis of roles of various positions, persons and agencies in each of the previous items and highlight the need for upgrading the place of administration of laboratory experiences in colleges, in public schools and state departments.

New Perspectives for Teacher Education*

Herbert F. LaGrone

A cognitive approach to the question, "What is teaching?," provides the foundation for this proposed teacher education program. The focus is not on teaching as it is now practiced in a particular classroom but what it can be. Teacher education must change the prospective teacher's conceptual scheme from that of a learner to that of a teacher. The process can start with selected filmed acts of teaching and learning which pinpoint the concepts being presented. Subsequently the variables in teaching and learning can be fed into the process through direct experience, films, and tapes so that the student can "see what teachers see." The student of teaching must develop an understanding of the structure and uses of knowledge. Children must be viewed as open systems, active stimulus-seeking organisms. Ultimately the prospective teacher must grasp the whole intricate system which involves content, learning, and communication in harmony.

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* Herbert F. LaGrone, A Proposal for the Revision of the Pre-Service Professional Component of a Program of Teacher Education. Washington, D. C.: The American Association of Colleges for Teacher Education, 1964.

Student teaching cannot be one isolated experience; there must be a continuous movement in the entire teacher education program from the contact between one teacher and one learner to the complex reality of the classroom.

The college must consider that "this student needs to try out certain specific activities" and then decide where in the schools this can happen. The pre-service teacher needs the experiences not of one teacher but of the whole profession.

Identification Processes in Student Teaching

Fritz Redl

The practice vs. theory controversy is an obsolete issue in school-college relations. A mode of survival should not be confused with principle. Frequently when we describe the "ideal" conditions for teaching we should be saying that these are the minimum conditions adequate for teaching. Both school and college must identify with what is right rather than with what exists. Both must stand up for principle.

Student teachers and new teachers need considerable support in their struggle to maintain strong professional values and sound principles of teaching. This is especially true in school buildings and systems where they encounter cynicism, apathy, and compromise among their fellow teachers. If this support is not provided, these teachers not only find the lowest common denominator in teaching practices but actually change their values and adopt the lesser ones of their colleagues.

The opportunity to work with others on a new venture outside an individual's immediate sphere of operations induces a rise in his thinking and performance. This rise comes about only when the new venture is closely enough related to his area of competency so that he is able to contribute meaningfully and effectively. The student teacher needs to be placed in situations where this type of involvement is fostered.

D. Summary of Study Group Meetings

This summary is compiled from recorders' reports. It is an attempt to reflect accurately in a limited space the work of the study groups. In few cases, apparently, was there 100% agreement with the viewpoints expressed. However, except where noted, these points do reflect the position of the majority.

Each study group followed its own unique pattern of procedure. Some groups rather carefully followed the agenda constructed by the Subcommittee. Others selected the agenda item of greatest concern and moved from that point as interest dictated. Thus, the consideration given individual portions of the agenda varied from group to group.

The recorders' reports made it clear that the study groups focused not so much on the totality of teacher education as on laboratory experiences in general and student teaching in particular. It may be speculated that this emphasis resulted from three factors. (1) L. O. Andrews' speech was first on the agenda: the study groups held their initial meetings immediately after his presentation. (2) Participants had much recent experience with cooperative ventures in the area of laboratory experiences, specifically in student-teaching programs. (3) There was among participants a recognized need for cooperative ventures in establishing and maintaining laboratory experience and/or student teaching programs. No such general agreement on the need for cooperation in other facets of the teacher education program was apparent.

The experiences and affiliations of conference participants were mirrored in their contributions -- that college people were in the majority was apparent, but attitudes, interests and points of view were leavened by the fact that sprinkled throughout the study groups were representatives of public schools, state departments of education and interested professional organizations.

E. Key Issues

The study groups were asked to identify important issues related to cooperative ventures in teacher education and to set up a list of these issues in priority order. The recorders' reports indicate that the study groups repeatedly returned to this item. More time was given to an identification and discussion of issues than any other agenda item. Less attention was given to establishing priorities among issues.

There seemed to be four major categories of issues which roughly approximate the order of priority accorded them by the study groups. Issues were identified by raising significant questions. Lack of agreement on answers to these questions was quite evident.

1. Financial support for cooperative ventures in teacher education.

   How should laboratory-experience programs be financed? What is the responsibility of government in providing financial support for laboratory-experience programs in teacher education? To what extent can and should public schools give financial support to teacher education programs?

What effect will increased government financial support have on the autonomy, flexibility and growth of teacher education programs?

Do cooperative ventures in teacher education require more financial support than do unilateral plans?

Will greater funds have any significant effect on existing programs and practices in laboratory experiences-student teaching?

2. Scope of cooperative ventures in teacher education.

   What are the distinguishing characteristics of a cooperative approach? What are the legitimate dimensions for cooperative ventures?

   How can existing programs of laboratory experience be most effectively converted to cooperative ventures?

   At what level(s) can the cooperative approach be implemented most effectively, i.e., pre-service or in-service; local, regional, or state?

3. Role of personnel and institutions involved in cooperative ventures.

   What is an appropriate distribution of support and control among personnel and institutions within a cooperative framework?

   Who should take the initiative in establishing cooperative ventures? What effect will the cooperative approach have on the role of supervising teachers, college supervisors, school principals, personnel from academic disciplines, school central office personnel and the student teachers?

   What changes in patterns and spheres of operation must state agencies of education and professional organizations make to participate effectively in cooperative ventures?

4. Definition of student teaching.

   What ought to be the substantive dimensions of this laboratory experience?

   How can laymen and many professionals be assisted in developing a broader conceptual view of student teaching?

F. Rationale

There was general agreement in the study groups on the following elements of a rationale for cooperative ventures in teacher education. It was recognized that these elements in no way constituted a full rationale. The participants were fully cognizant that the development of a complete rationale was beyond expectations for this conference. There was general agreement also that the entire sequence of professional education must be included in the rationale. This would lead to better articulation and continuity for teacher education students.

Schools and colleges are partners in teacher education "whether they like it or not." Thus, cooperation is necessary for adequate programs for teacher education. It must be remembered that schools do have a stake in the programs developed for prospective teachers and that colleges do have an interest in the programs developed for children in the schools. Conference participants took the position that policies for laboratory experience programs must be formulated and administered by organized groups of school and college personnel mediating between that which is strictly college responsibility and that which is the prerogative of the school. These structured groups would provide an avenue for continued communication between school and college. In order for these cooperative ventures to be successful they must be supported by top administrators of both schools and colleges. Ways must be found to include and involve state departments in cooperative arrangements. Teacher education is a joint responsibility of state, colleges, schools, and professional organizations.

Several specific elements of a cooperative relationship were identified. Among them were: (a) joint curriculum decisions in laboratory experience programs; (b) joint selection of supervising teachers; (c) joint selection and provision of needed facilities; (d) joint placement of student teachers; (e) joint action on funding; (f) joint evaluation of laboratory-experience programs.

Participants agreed that interest brings about involvement in cooperative ventures. It was suggested that schools and colleges consider the possibility of joint appointments for personnel concerned in laboratory experience programs. It was recognized that both schools and colleges are responsible for the product turned out by teacher education programs. There is a need for colleges to become more involved in the follow-up of these teachers; colleges should participate more fully in continuing professional education in-service. In-service growth of teachers can be enhanced by closer cooperative relationships centered around laboratory experiences.

The study groups were in general agreement that a cooperative framework should evolve primarily on a local basis. Various school systems and colleges require different structures and approaches to cooperative ventures. No comprehensive, rigid, broad-scale plan is desirable. Paradoxically, there is a need for greater cooperation on a regional or state level than now is the case among colleges with teacher education programs. Designated school central office personnel should take primary responsibility for school participation in providing laboratory experience situations. These persons would coordinate school efforts in cooperating with colleges and other agencies.

A greater degree of flexibility can be obtained in teacher education programs within cooperative frameworks. Continuous study and change in procedures and processes can result from close cooperative relationships because there is a greater likelihood of feedback from student teachers, supervising teachers, college supervisors, principals, and central office personnel.

G. Responsibilities and Roles

The participants were in agreement on several points related to the responsibilities and roles of institutions and professional organizations interested in teacher education. The institutions included schools, colleges, and regional, state and federal education agencies. Among the interested professional organizations are: Association for Student Teaching (AST), Teacher Education and Professional Standards Commission (TEPS), American Association of School Administrators (AASA), National Education Association (NEA), Association for Supervision and Curriculum Development (ASCD), and National Council of Chief State School Officers (NCCSSO). The points of agreement reached in the study groups may be listed under two major headings:

1. Institutions

As a group participants favored federal financial support but opposed federal control. The structure, content and procedures of laboratory-experience programs should be determined at the local level. There is a need for state departments of education to exert enlightened leadership. Some participants believed that perhaps the state departments should take the initiative in establishing a structure for a state-wide program for laboratory experience. Organized and structured groups of school and college personnel are needed to formulate policy and see to its implementation in the "gray area" between that which is school responsibility and that which is college responsibility.

2. Professional Organizations

The study groups seemed to agree with the statement of one participant who said, "The role of professional organizations is to raise ceilings whereas the role of government is to raise minimums." It was suggested that the AST urge state units to promote cooperative ventures. However, the framework of these cooperative ventures should be left to the discretion of those in local situations. It was further suggested that the AACTE take the lead in bringing together teacher education institutions to study possibilities for initiating and improving cooperative ventures. Finally, it was urged that the AOTE take the lead in giving direction, stimulation and dissemination services to cooperative ventures.

H. Models

The study groups devised and considered several models for use in developing and examining cooperative ventures in teacher education. No single model could be selected as representative of the thinking of all study groups. However, the following three constitute an overview of the consideration given this agenda item. They are presented in order of increasing sophistication and complexity. These models are in no sense complete and quite obviously are designed to serve different purposes.

One study group took the position that the total teacher education program, particularly laboratory experiences, ought to be considered in any completed model of cooperative ventures. Three general stages were identified as inherent in the professional sequence. Student teaching is not separate from other experiences though the locus of responsibility tends to change as the student teacher moves through the program.

Pre-Student Teaching	Student Teaching	In-Service

Another study group agreed that certain "families" of models could be identified. There are four "families" based upon the institution assuming major responsibility: state department, college, school, and an interlocking type including all three of these institutions. A second system for grouping models includes the following types: pre-service, internship or post-degree, in-service and experimental. It was further agreed that these two systems of grouping models for cooperative ventures in student teaching might form a paradigm to be used to classify models.

	State Dept.	College	School	Inter-Locking
Pre-Service				
Internship				
In-Service				
Experimental				

A third study group developed a more detailed model. It illustrates a state-wide approach to cooperative programs in teacher education. This model is now being refined and will be presented for further consideration in the future.

I. Funding

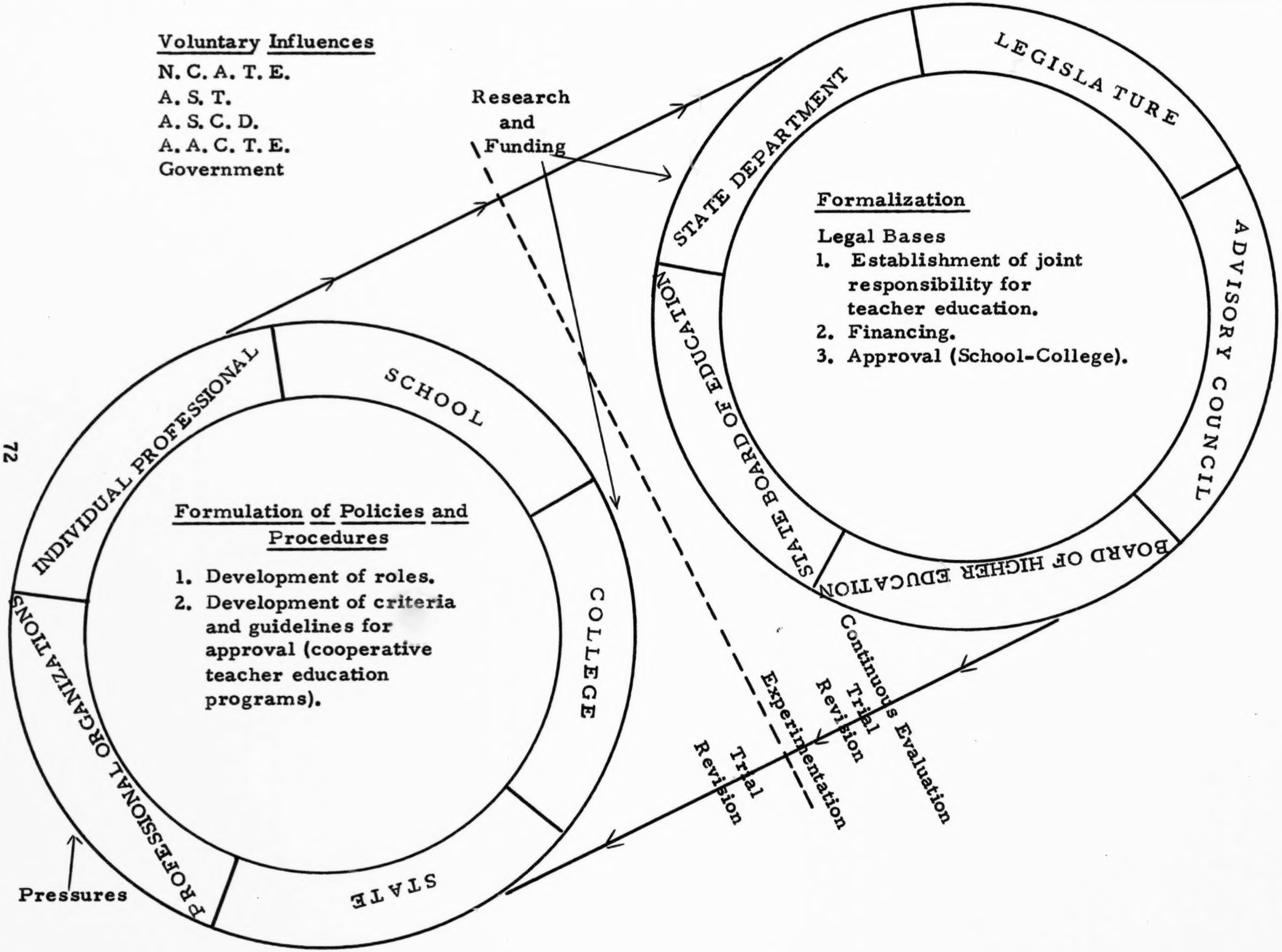
The problem of adequate support for teacher education programs received a great deal of concentrated attention. It was agreed that it is very important to secure additional funds for teacher education programs, particularly the laboratory experience phase. Present financial support is especially inadequate for this essential phase of the professional education of teachers. Additional support should be actively sought immediately. Attempts to secure additional funds must not be postponed until laboratory experience programs are "perfected." It was further agreed that a much greater share of support for laboratory-experience programs must be borne by the Federal Government. Efforts to attain federal support plus increased state funds should be channeled through organizations having legislative experience.

All study groups considered and presented proposals to the Subcommittee urging AACTE to take the initiative in seeking additional financial support for teacher education. The proposal forwarded by the Subcommittee to AACTE is shown on page 75.

J. Procedures for Change and Pressures to be Met

Conference participants identified several pressures that must be met by teacher educators.

1. An immediate need for additional monetary support for teacher education, especially in the area of laboratory experiences. It was recognized that those with money and an interest in teacher education can and do exert much influence in the development of particular programs.


Voluntary Influences
N. C. A. T. E.
A. S. T.
A. S. C. D.
A. A. C. T. E.
Government
Research and Funding
LEGISLATURE
ADVISORY COUNCIL
BOARD OF HIGHER EDUCATION
STATE BOARD OF EDUCATION
STATE DEPARTMENT
Formalization
Legal Bases
1. Establishment of joint responsibility for teacher education.
2. Financing.
3. Approval (School-College).
Continuous Evaluation
Trial
Revision
Experimentation
Trial
Revision
SCHOOL
COLLEGE
STATE
PROFESSIONAL ORGANIZATIONS
INDIVIDUAL PROFESSIONAL
Formulation of Policies and Procedures
1. Development of roles.
2. Development of criteria and guidelines for approval (cooperative teacher education programs).
Pressures

2. As the number of student teachers increases there are additional pressures for statewide programs of laboratory experiences as well as greater state control of local programs.

3. There is pressure to "freeze" present practices in teacher education in order to receive additional financial support from various sources.

4. There are pressures from nonprofessionals to institute specific changes in teacher education programs: the control of teacher education programs would be removed from the profession.

5. There are special problems arising from the fact that those who work in laboratory experience programs are generally accorded low status in academic circles.

6. The possibility of federal aid for laboratory experience programs raises special questions such as those concerning control, responsibility, and definition of laboratory experiences.

Some steps that might well be included in developing a cooperative framework in teacher education were identified.

1. An authoritative statement should be prepared that is a qualitative rather than a quantitative definition of student teaching.

2. State departments of education must assume greater leadership for initiating change and improvement.

3. School systems might well initiate such shifts in the framework of laboratory experience programs.

4. Communication and involvement between schools and colleges is an important element for change.

5. Institutes and regional conferences on cooperative ventures in teacher education are needed to popularize the concept and provide a basis for developing new relationships between schools and colleges.

K. Proposals

By far the most discussed proposal was a recommendation that AACTE take the lead in promoting legislative action for increased financial assistance for laboratory experience programs. The outgrowth of this discussion is the recommendation of the Subcommittee that appears on page

It was also proposed that AACTE promote studies of cooperative ventures by encouraging other organizations to help disseminate ideas and materials, developing sources of financial assistance, and assisting researchers in finding an institutional base for their research efforts.

It was suggested that the Subcommittee take the lead in publicizing present cooperative ventures emphasizing both the strengths and pitfalls encountered. Case studies as well as models would be helpful to those seeking information about cooperative approaches. The Subcommittee and AACTE should support regional institutes or conferences on cooperative ventures, particularly those concerned with laboratory experiences. Participants suggested that the Subcommittee take the lead in the preparation of a new definition of student teaching and/or laboratory experiences in teacher education. It should be qualitative rather than quantitative and it should be a conceptually broad definition. Several study groups urged the Subcommittee to broaden its scope to include the education of special personnel such as administrators and counselors as well as classroom teachers.

L. Needed Research

Due to time limitations as well as the extensive discussion of preceding agenda items relatively little attention was given to needed research. However, three suggestions were presented. The first of these was a proposal to study the effectiveness of a statewide student teaching program. The second was a proposal for a follow-up study of teacher education students who gained their laboratory experience in a cooperative framework as compared with students who proceeded through traditional teacher-education programs. The third proposal stressed the need to study the effects of institutionalizing a cooperative student teaching program upon changes in role perception of the supervising teacher, the principal, and the college supervisor.

M. Substance of Laboratory Experiences

Little consideration was given to the substance of laboratory experiences in schools. Again, time seemed to be the major factor in preventing more discussion of this basic aspect of the teacher education program. One study group reported they believed that LaGrone's work made three important contributions.

1. It was a needed initial "grappling" with the theory of teacher education.
2. It provided balance between structure and flexibility.
3. Teacher education was seen as a sequential developmental process.

N. Recommendations to AACTE Executive Committee Regarding State and Federal Aid for Teacher Education

It is recommended that appropriate immediate steps be taken to secure the support of the AACTE and the AOTE, in collaboration with other professional organizations, *e. g.*, AASA, NCCSSO, NEA, for processing through appropriate channels the following proposals for action by both federal and state legislatures:

> Immediate legislative action should be taken to provide financial assistance to school districts, colleges preparing teachers and state departments of education for the improvement of teacher education including especially, support for student teaching programs and for effective supervision and related services for teacher education which are cooperatively engaged in by school districts, colleges and universities, and state agencies.

It is further recommended that the AACTE assume the initiative for forming a representative committee to draw up an appropriate legislative bill to implement this resolution.

> /The AACTE Executive Committee, at its meeting in Chicago, February, 1965, received the above Recommendations from the Subcommittee on School-College Relationships and acted affirmatively regarding the proposed involvement of the Association in seeking state and federal support for student teaching./

O. Significance of the Conference to the Business of the Subcommittee and Resultant Outlook

(By E. Brooks Smith, Subcommittee Chairman)

The combined experience and thinking of the conferees, all having been involved in cooperative ventures of one kind or another reinforced the Subcommittee's hunch that the trend toward partnership between the school and college in teacher education was well under way all across the nation. They also lent support to the view that the move toward cooperative enterprises was a good one provided that stereotyped systems of student teaching did not become solidified by the new structure. In most instances where structure had become well established, participants had found that the cooperation opened the way for more innovation than had been previously possible under static and divided responsibility in the old programs.

The horizons of the Subcommittee were extended by the three presentations and conference discussion related to them. The two presentations dealing with the substance of teacher education in the cognitive domain and the affective domain gave warning that whatever cooperative structures are devised they must be open enough to permit and encourage innovation in the substance of teacher education programs and in the role dimensions of persons involved. Building conceptual schemes of teaching into each student's perceptual framework as presented by LaGrone becomes a new approach to the education of the teacher. Being aware of the divers interplay of interpersonal relations and identifications as described by Redl causes new considerations to be given to the human element in teacher education. The talk by L. O. Andrews gave the Subcommittee new impetus toward enlarging its concerns to include state departments, federal agencies, and professional organizations in the circle of cooperative arrangements.

One contribution was made to the study of a rationale for cooperative structures, a topic which has been of concern to the Subcommittee in its deliberations for some time. The idea grew out of Redl's talk in relation to the idea that the level of an individual's thinking and performance rises when he joins with others in a new enterprise which is just outside his own bailiwick but close enough to it so he can contribute effectively. This kind of "lift" should become manifest in such cooperative ventures as the Teacher Education Councils, the Teaching Centers and the Campus Schools.

The beginning made on a set of criteria for determining whether a venture is in fact cooperative will assist the committee in defining school-college cooperative relationships. A partnership arrangement would require joint planning and joint decision making. A question was raised regarding how far colleges or schools could go in allowing the other to participate in its decisions about teacher education curriculum on the one hand and school curriculum on the other. Different kinds of cooperative ventures between the school and the college should be considered along a continuum of teacher preparation from orientation to in-service growth. This idea is of special significance for the Subcommittee.

A new development for the Subcommittee to consider was the idea of constructing models of the different types of possible cooperative arrangements in different kinds of teacher education programs. These models would show not only the role relationships but also the flow of business and the places and means for injecting new ideas. After each model is constructed and described with its rationale the Subcommittee was advised to list the advantages and disadvantages of it. The model would be described including the pros and cons of its operation. It was thought that this would give the right amount of both generality and specificity to a final report which the Subcommittee would make to the AACTE membership.

A "Clearing House" has been established at Wayne State University for ideas and progress reports of cooperative ventures. The Subcommittee plans to send out a Newsletter periodically so that there will be a means for communication among these carrying on cooperative projects and those who anticipate beginning one. Generalized models of cooperative ventures along with strengths and weaknesses are particularly needed. Send appropriate ideas and materials to E. Brooks Smith, College of Education, Wayne State University.

One of the most promising developments in teacher education seems to be the move toward cooperative ventures. Schools, colleges, state departments, and professional organizations have a vital interest in the preparation of teachers. Pooling resources appears to be inevitable. The task of all those interested in the education of teachers is to develop patterns of interaction that maximize the contributions of all segments of the profession. The work conference at Wayne State University was designed to encourage greater communication among those in the forefront of the cooperative movement and to assist in disseminating their ideas to others in the profession. It was an initial step in studying cooperative approaches in teacher education.

P. Participants in Conference at Wayne State University

L. O. Andrews, Coordinator, Student Field Experience, College of Education, Ohio State University, Columbus

H. Kenneth Barker, Associate Executive Secretary, American Association of Colleges for Teacher Education, Washington, D. C.

Lois Blair, Director, Professional Laboratory Experiences, Indiana State College, Indiana, Pennsylvania

Russell Broadhead, Professor, Social Studies Education, Wayne State University, Detroit, Michigan

Warren Button, Coordinator of Student Teaching, State University of New York, Buffalo

John Chaltas, Head, Elementary Student Teaching, University of Illinois, Urbana

Thomas Clayton, Associate Professor of Education, Syracuse University, Syracuse, New York

Dean Corrigan, Director, Inter-University Progress Project I, University of Rochester, Rochester, New York

Donald Cox, Director of Elementary Student Teaching, University of Missouri at Kansas City

George W. Denemark, Dean, School of Education, University of Wisconsin-Milwaukee, Milwaukee

Edward Dyer, Chairman, Division of Education, Hiram College, Hiram, Ohio

Roy A. Edelfelt, Associate Secretary, National Commission on Teacher Education and Professional Standards, Washington, D. C.

Hilary A. Gold, Assistant Professor, Department of Education, Brooklyn College of the City University, New York, N. Y.

Kenneth Goodman, Associate Professor, Department of Elementary Education, Wayne State University, Detroit

Martin Haberman, Director, Intern Teaching Program, University of Wisconsin-Milwaukee, Milwaukee

Roy C. Hanes, Coordinator, Five-Year Program, Central Michigan University, Mt. Pleasant, Michigan

Paul Hansen, Head, Department of Education, University of Utah, Salt Lake City

W. V. Hicks, Chairman, Department of Elementary and Special Education, Michigan State University, East Lansing,

K. Richard Johnson, President, National College of Education, Evanston, Illinois

Patrick J. Johnson, College of Education, Wayne State University, Detroit

James Kerber, Instructor, Department of Elementary Education, Wayne State University, Detroit, Michigan

Herbert F. LaGrone, Director, TEAM Project, American Association of Colleges for Teacher Education, Washington, D. C.

John Langer, Instructor, Department of Elementary Education, Wayne State University, Detroit, Michigan

Richard E. Lawrence, Associate Secretary for Research and Studies, American Association of Colleges for Teacher Education, Washington

Helene M. Lloyd, Assistant Superintendent, Elementary Division, Board of Education, New York, N. Y.

Walter J. Mars, Inter-University Teacher Education Project, Syracuse University, Syracuse, New York

Dorothy McGeoch, Professor of Education, Teachers College, Columbia University, New York, N. Y.

Helen McIntyre, Director, Elementary Education, Southfield Public Schools, Southfield, Michigan

J. W. Menge, Acting Dean, College of Education, Wayne State University, Detroit, Michigan

George Myers, Associate Professor of Education, Michigan State University, East Lansing

George C. Monroe, Principal, Hampton Junior High School, Detroit, Michigan

James F. Nickerson, Academic Vice President, North Dakota State University, Fargo

Nancy O'Brien, Assistant Professor, Hunter College, New York, New York

Hans Olsen, Associate Professor, Elementary Education, Wayne State University, Detroit, Michigan

John O'Neill, Dean, Graduate School of Education, Rutgers, The State University, New Brunswick, New Jersey

George Owen, Director of Teacher Education, Detroit Public Schools, Detroit, Michigan

Philip W. Perdew, Professor of Education, University of Denver, Denver, Colorado

Mary Ellen Perkins, Coordinator, Teacher Education Services, State Department of Education, Atlanta, Georgia

Floyd Perry, Director of Student Teaching, St. Cloud State College, St. Cloud, Minnesota

Robert Poppendieck, Specialist for Teacher Education, U. S. Office of Education, Washington, D. C.

Donald Protheroe, Instructor, Elementary Education, Wayne State University, Detroit, Michigan

David E. Purpel, Acting Director, Master of Arts Teaching Program, Graduate School of Education, Harvard University, Cambridge, Mass.

Wilma Pyle, Elementary Education, Mercy College of Detroit, Detroit, Michigan

Fritz Redl, Distinguished Professor, Wayne State University, Detroit, Michigan

Crane Remaley, Director, Student Teaching Program, Pennsylvania State University, University Park

Roderic Righter, Instructor, Elementary Education, Wayne State University, Detroit, Michigan

Elmer Schacht, Instructor, Elementary Education, Wayne State University, Detroit, Michigan

Donald Sharpe, Director, Secondary Student Teaching, Indiana State College, Terre Haute

Mark R. Shibles, Dean, College of Education, University of Maine, Orono

Ward Sinclair, Director, Student Teaching, The Pennsylvania State University, University Park

E. Brooks Smith, Chairman, Department of Elementary Education, Wayne State University, Detroit, Michigan

Emmitt D. Smith, Coordinator, Student Teaching and Research, West Texas State University, Canyon

Horton Southworth, Associate Professor, College of Education, Michigan State University, Lansing

G. Wesley Sowards, Associate Professor of Education, Stanford University, Stanford, California

Genevieve Starcher, Director, Division of Teacher Preparation, State Department of Education, Charleston, West Virginia

Helen Storen, Professor of Education, Queens College, Flushing, New York

Helen Suchara, Professor, Elementary Education, Wayne State University, Detroit, Michigan

Philip Thorsen, Assistant Superintendent, South Lake Schools, St. Clair Shores, Michigan

Robert F. Topp, Dean, College of Education, Northern Illinois University, DeKalb

Louis VanderLinde, Associate Professor, Elementary Education, Wayne State University, Detroit, Michigan

J. B. White, College of Education, University of Florida, Gainesville

V. MODELS AND DESCRIPTIONS OF FOUR TYPES OF COOPERATIVE STRUCTURES*

At a meeting following the Wayne Conference on Cooperative Ventures, the Subcommittee decided to ask leaders of the four main types of cooperative ventures to construct models for presentation at an open meeting of the Subcommittee at the 1965 Annual Meeting of the AACTE. A general model including the participation of state departments and federal agencies had been prepared during the conference by Emmitt Smith. This appears in the Summary Report of the Wayne Conference. The Subcommittee felt that it would be useful to follow that attempt to clarify roles and delineate lines of communication and decision-making with similar model construction for the regional and local situations. Model building helps in pulling together a concept which in this case is one of an intra-institution between the school and the university in which rests joint responsibility for the field experience in teacher education and for research development in instruction. Models show operational possibilities, but the means have to be engineered in each local situation. The following models are presented as archetypes from which the local innovator may glena pertinancies for his own setting.

A. The Teaching Center Model

By Hans C. Olsen, Jr., Associate Professor of
Education, Wayne State University, Detroit

The center approach to student teaching is presently under way in the Department of Elementary Education of Wayne State University. Eight centers are now in various stages of development in the Detroit metropolitan area. Some are just getting started; others have been in existence for slightly more than two years. About half of the elementary student teachers are in these eight centers; the remainder are in the usual student teaching situations.

The center approach is an effort to develop: (1) truly cooperative arrangements characterized by a close professional relationship between school and college; (2) a means of meeting conditions in different situations, an effort to develop style, structure, procedures, and labels that are appropriate; and (3) a pattern for student teaching that will insure continuity and flexibility despite changes in personnel, knowledge, and climate.

The center coordinating council (labeled Teaching Campus Coordinating Council in the model) is the basic structural entity in each center. It goes by a variety of titles - each center has its own label for it. It is pictured in the model as it is in one suburban center There are differ -

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* Presented at the AACTE's Annual Meeting, February 1965.

ences in who is eligible for membership, the number of members, and tasks from one center to another. The coordinating council is established to deal with the murky areas between that which is clearly the responsibility of the school and that which is the obligation of the college. But it cannot contravene policy of either school or college. The college advisor (a member of the graduate faculty) and school advisor (a central office staff member) are the official representatives of their respective institutions. Task number 4 in the model, assignment of student teachers to buildings, is restricted to one suburban center. It should be noted that the State Department of Education and professional organizations affect the work of the coordinating council, but to this point their direct role has been minor.

Three basic factors have influenced the move toward the development of centers in the elementary education student teaching program. The first of these is that student teaching programs tend to be rather amorphous and difficult to define and describe. Two institutions, college and school, are usually directly involved. Although neither can effectively "go it alone," there is frequently little cooperation between the two. Decisions tend to be made unilaterally. In many cases there is a lack of understanding on both sides; each feels that it is doing a favor for the other. Only a limited number of the professionals in both institutions are involved in student teaching. There is relatively little feedback from student teaching, and therefore, student teaching has small effect on the program of college and school.

The second factor is that the roles of professional personnel in student teaching programs are not always clear. The supervision of student teachers tends to be a two-person responsibility (supervising teacher and college supervisor) and frequently is left to the supervising teacher alone. Other school and college personnel are unsure of their roles in the student teaching program. In many cases uncertainty leads the professionals involved to hold unrealistic expectations for student teachers as well as for other professionals. The inadequate preparation of many supervisory personnel contributes to the lack of clarity of roles.

The relatively rigid pattern that student teaching experiences tend to follow is the third factor. Similar student teaching experiences are provided all pre-service teachers. Frequently there is little provision for experiences outside the classroom of the supervising teacher in which the student teacher is assigned. Too often a "copy me" rather than an intellectual approach to teaching is fostered.

The Building Approach

These factors account for many of the tasks generally given to the coordinating councils. However, they are of particular importance in the unique evolution of each center. To illustrate how one center has developed, the structure of a suburban center in Southfield, Michigan, is pictured in the model. This center utilizes a building approach. The following basic principles are fundamental in the building approach to student teaching:

1. Student teaching is a basis for and a form of in-service education of school personnel.

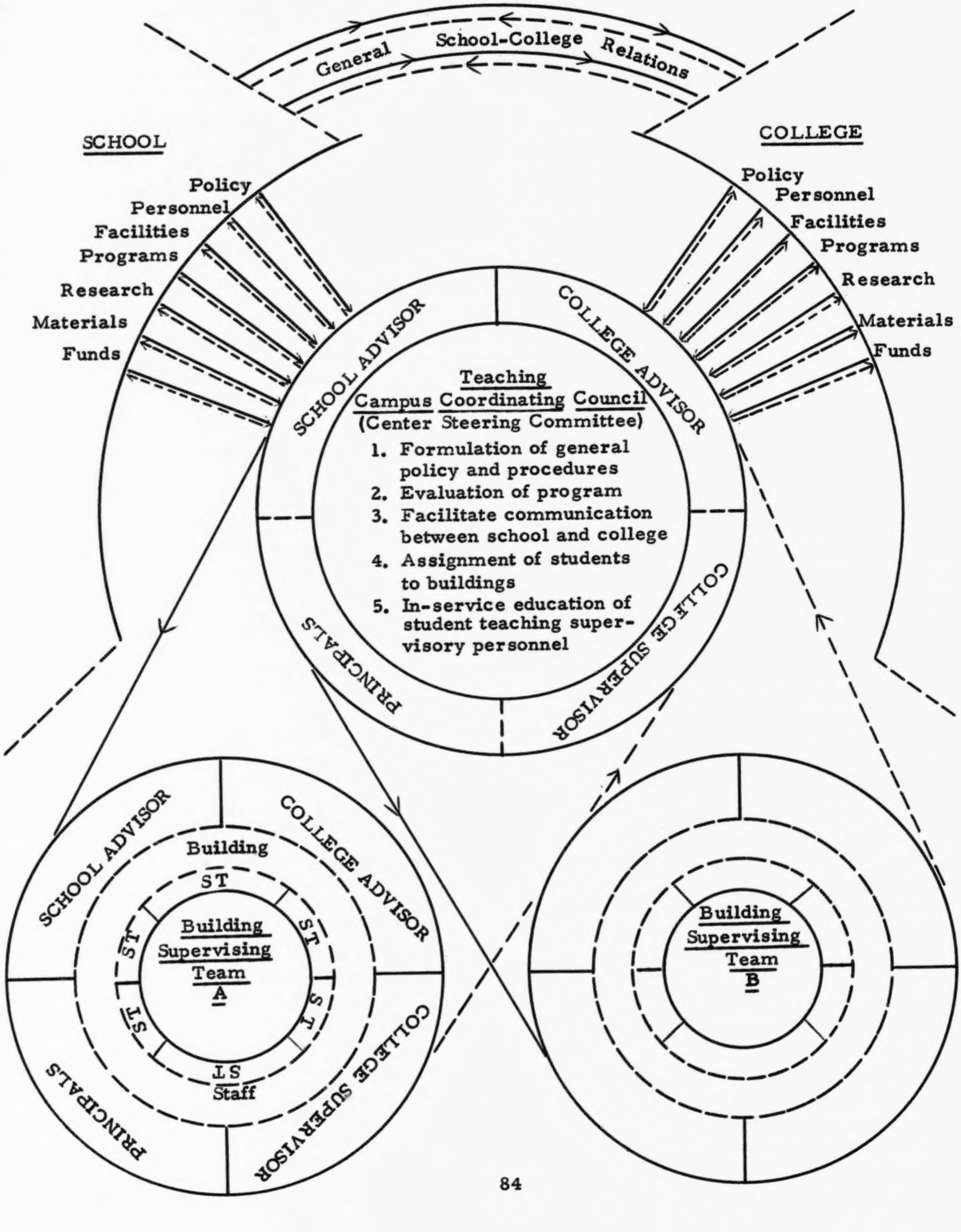
2. Continuity in the student teaching program is essential.

3. Flexibility is needed in the student teaching program to provide an appropriate variety of experiences for each student teacher.

4. Full involvement of the school principal in the student teaching program is mandatory for optimum pre-service and in-service growth of teachers because he is in a unique position to coordinate the work of the school staff.

5. Each member of the school staff has a responsibility for the professional preparation of potential colleagues. Each has something unique to contribute. Only as the entire school staff participates can a high quality student teaching experience be provided each student.

In the building approach, student teachers are assigned to a building rather than to a supervising teacher or a classroom. Assignment within the building (teacher, activities, and length of time of each experience) is cooperatively decided by the Building Supervisory Team, which consists of the school principal, college supervisor, college advisor, and school advisor, plus the school staff member who is the supervising teacher at the particular time. The Building Supervisory Team sets student teaching policy for the building that is consistent with center policy. It meets at least once every two weeks to evaluate the professional growth of each student teacher in the building, to plan appropriate experiences to promote further growth, and to reassign student teachers accordingly, if necessary. Student teachers may be assigned to work with a teacher for a relatively short period for a specific type of experience or for longer periods of general experience, to two or more teachers for a team teaching experience, to the school principal for experiences in the school office, to work with special teachers throughout the building, or to work in a different building. Some student teachers stay with one supervising teacher in one classroom for their entire student teaching experience. Others work with several teachers, each of whom is the supervising teacher while the student teacher is with him. However, the basic decision as to needed experiences is based upon the diagnosis of the student teacher's needs made by the Building Supervisory Team including the common need for some sustained teach-


General School-College Relations
SCHOOL
Policy
Personnel
Facilities
Programs
Research
Materials
Funds
COLLEGE
Policy
Personnel
Facilities
Programs
Research
Materials
Funds
SCHOOL ADVISOR
COLLEGE ADVISOR
PRINCIPALS
COLLEGE SUPERVISOR
Teaching
Campus Coordinating Council
(Center Steering Committee)
SCHOOL ADVISOR
COLLEGE ADVISOR
PRINCIPALS
COLLEGE SUPERVISOR
Building
ST
ST
ST
ST
ST
ST
Staff
Building Supervising Team A
Building Supervising Team B

1. Formulation of general policy and procedures
2. Evaluation of program
3. Facilitate communication between school and college
4. Assignment of students to buildings
5. In-service education of student teaching supervisory personnel

ing with a group of children well known by the student teacher. All members of the building staff are encouraged to participate in the student teaching program by making available their special strengths and competencies. Throughout the quarter the college supervisor observes the work of the student teacher, working directly with the student and the supervising teacher (or supervising teacher of the student is assigned to work with more than one in the course of the quarter).

The following points help to summarize general reactions to the building approach by both school and college personnel to this point:

1. Role clarification is emerging.

2. A greater variety of experiences is being made available for student teachers.

3. School staffs display a greater commitment to teacher education.

4. College personnel are invited to participate in in-service education beyond the student teaching program.

5. Supervision is moving toward a more intellectual level as areas of strength and areas of needed improvement are identified and plans for using the former to decrease the latter are formulated and implemented.

The number of centers in the Wayne State University elementary student teaching program has increased at a rapid pace. However, each center has evolved with its own unique structure, procedures, policies, and terminology. At the same time, there is common undergirding pattern and commitment to cooperative decision-making.

B. The Affiliated School Model

By Hilary A. Gold, Assistant Professor, Department of Education, Brooklyn College, City University of New York

Background Information

Public School 289 has become affiliated with Brooklyn College in a special teacher education project in a culturally deprived area. A Liaison Committee of school and college personnel began by investigating the variety of ways whereby the human and physical resources of both institutions could be brought into joint, concentrated efforts for their mutual advantage. The joint committee reported their deliberations to both faculties regarding projected activities and decisions were made with respect to project priorities.

The Affiliated School Process

The schematic representation following on the next page is an effort to depict the patterns of role responsibility that this school-college relationship has engendered. The spiral format is an attempt to abstract the details of our affiliation, and at the same time, to indicate the movement and direction of an off-campus, campus school. The gentle, but constant, outward movement is intended to represent the refinement, gleaned from both sides of the spiral and the central core, with which proposals and actions at the various progressive phases of the spiral are developed. Parallelling the central support of evaluation -- and in fact, undergirding the entire affiliated school process -- is a prevailing attitude of cooperating colleagues endeavoring, in a joint professional venture, to contribute possible answers to the multiple questions that are inherent in the perpetual quest for ever improved school experiences for children and teachers.

Emerging Research and Experimentation

Examples of the variety of cooperative projects that are currently attempting to discover research-grounded answers to locally pertinent educational problems are:

1. How does the population mobility, often found in a Special Service School, affect a youngster's learning? Does the current New York City program adequately help meet the needs of youngsters who are characterized by a high degree of transciency? What are the implications for future curriculum development?

2. How can existing practices in individualized reading be expanded, refined, and further developed? How effective is an individualized reading program? How can resource personnel best help teachers and prospective teachers of individualized reading?

3. What kinds of mathematics and science learning can elementary school children, including kindergarteners, best understand? How can scientific attitudes be engendered in youngsters? How do the advanced techniques known to mathematicians have to be modified or restructured in terms of the dynamic psychological principles of child development? How can new mathematical and science materials be designed, and if necessary redesigned, so as to facilitate maximum understanding by the multi-ethnic pupil population of the City of New York?*

Other research projects are concerned with an assessment of the benefits that are assumed to accrue when a highly trained social worker

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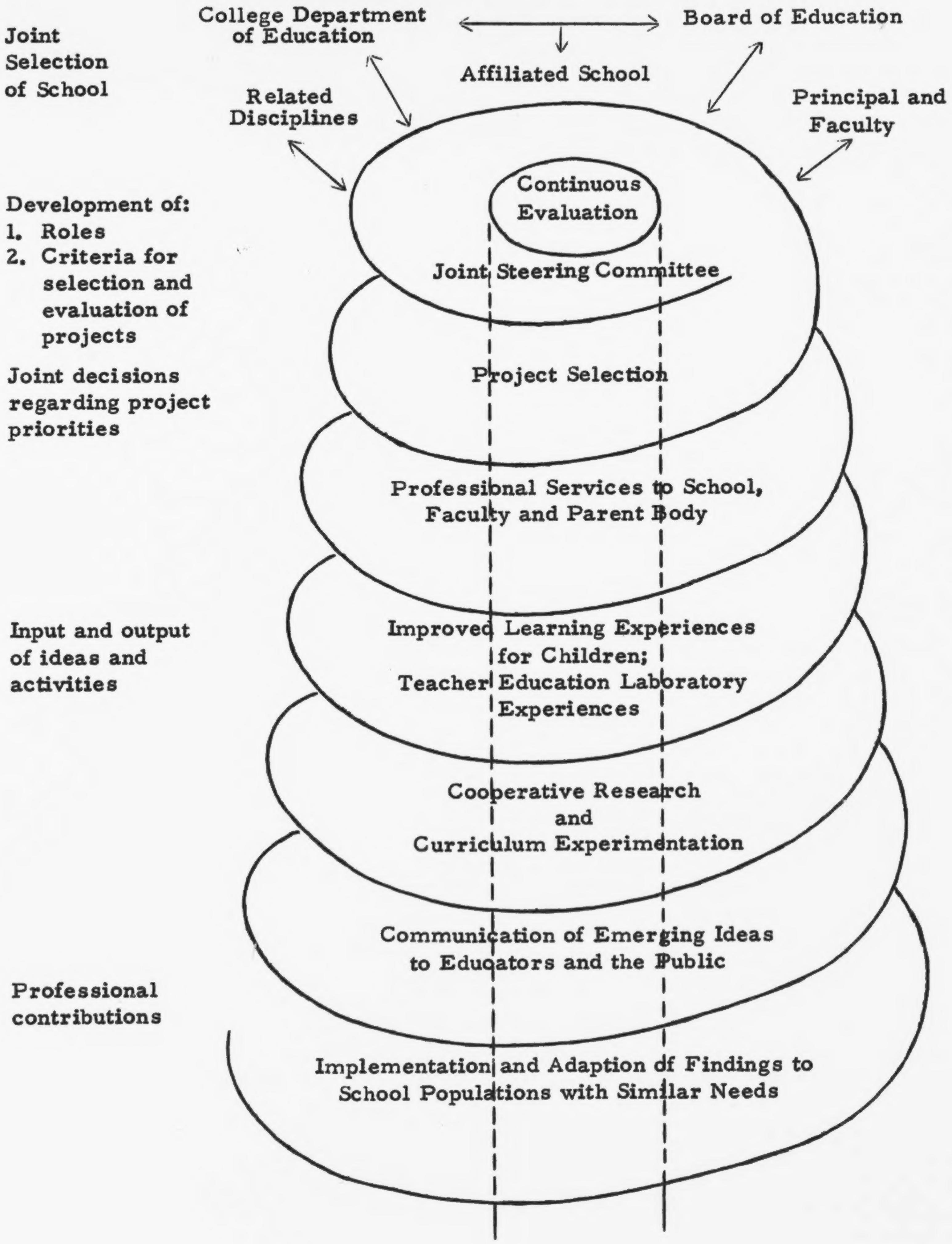
* Partially supported by a National Science Foundation Grant of $945,860 to the Minnesota School Mathematics and Science Center.


Joint Selection of School
College Department of Education
Board of Education
Affiliated School
Related Disciplines
Principal and Faculty
Continuous Evaluation
Development of:
1. Roles
2. Criteria for selection and evaluation of projects
Joint Steering Committee
Joint decisions regarding project priorities
Project Selection
Professional Services to School, Faculty and Parent Body
Input and output of ideas and activities
Improved Learning Experiences for Children;
Teacher Education Laboratory Experiences
Cooperative Research and Curriculum Experimentation
Communication of Emerging Ideas to Educators and the Public
Professional contributions
Implementation and Adaption of Findings to School Populations with Similar Needs

The Affiliated School Process

works with small groups of parents whose children have difficulty in school learning; the effectiveness and potential of the picture dictionary in helping young children to perfect speech habits and develop self-direction in learning to read and to spell, the kinds of psycho-physical difficulties that primary grade children have in withstanding environmental pressures; and whether it is possible to develop a measuring instrument that is not influenced by previous learnings and language influences and yet will help to determine the level of a student for school work.

In summary, the combined faculties of the Brooklyn College Campus School are in agreement that a mutually enhancing and professionally fruitful experience has resulted from our affiliation. We further feel that our fundamental structure of cooperative endeavor has the potential to make contributions to the multiple questions that are inherent in the quest for ever improved school experiences for children.

C. A Model of a Cooperative Resource Demonstration Center

By Dean Corrigan, Director, Inter-University Progress
Project I, University of Rochester, Rochester, New York

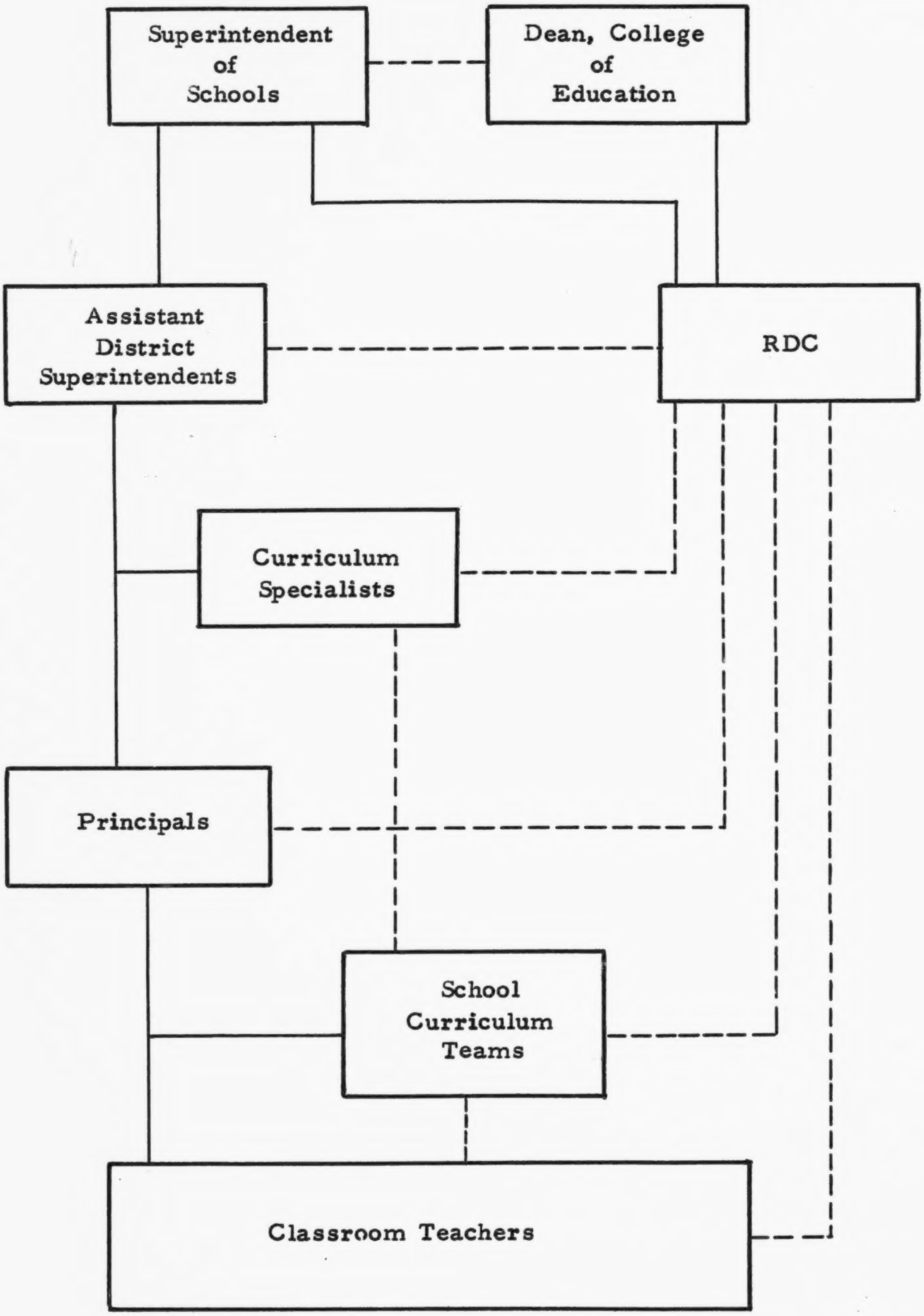
Out of these new college-school associations have developed several particularly significant cooperative ventures. Most recent and most comprehensive among these is a plan between the City School District of Rochester, the State Center on Innovation in Education, and the University of Rochester, College of Education, to develop a Resource Demonstration Center which will include a demonstration elementary school focusing on the world of work, curriculum laboratories and meeting rooms, a comprehensive closed circuit television network and other new technological aids. A new partnership of shared resources with local, cultural, business, and industrial community agencies will also be a unique feature of the Center.

The proposed demonstration elementary school, a unique part of the Center will be built around the concept of a "miniature community" and will be directed toward developing reality in curriculum by using the resources of the community. The elementary school will offer all that any good elementary school offers; and, in addition, will contain some exciting innovations.

Introducing into the school various forms of active occupations through nature study, science, mathematics, history, music, and other subjects will provide the child an environment where he can learn through direct exposure in place of abstraction.

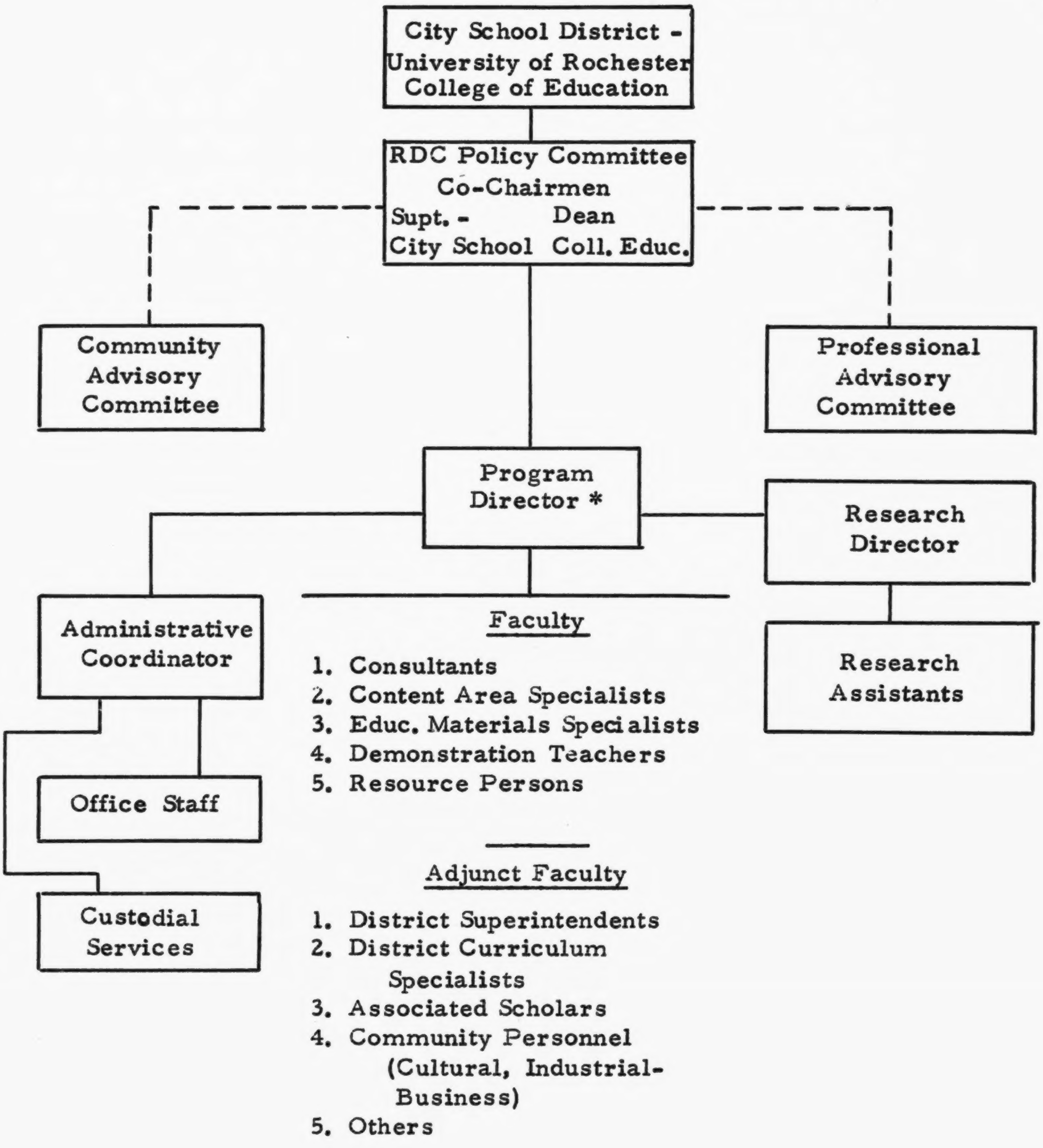
In the humanities, for example, writers, journalists, painters, sculptors, and musicians from the community will visit the school to give students firsthand knowledge of what is involved in their occupations, what

Organizational Structure of the Resource Demonstration Center Program


Superintendent of Schools
Dean, College of Education
Assistant District Superintendents
RDC
Curriculum Specialists
Principals
School Curriculum Teams
Classroom Teachers

——— Relationships of authority
----- Relationships of voluntary cooperation

Proposed Organization of the Resource Demonstration Center


City School District - University of Rochester College of Education
RDC Policy Committee
Co-Chairmen
Supt. - City School
Dean Coll. Educ.
Community Advisory Committee
Professional Advisory Committee
Program Director *
Research Director
Research Assistants
Administrative Coordinator
Office Staff
Custodial Services
Faculty
1. Consultants
2. Content Area Specialists
3. Educ. Materials Specialists
4. Demonstration Teachers
5. Resource Persons
Adjunct Faculty
1. District Superintendents
2. District Curriculum Specialists
3. Associated Scholars
4. Community Personnel (Cultural, Industrial-Business)
5. Others

* Center on Innovation in Education, New York State Department of Education.

they do, what kind of "craft of thought" they employ in their work, and the part they play in human affiars. The school will focus on the world of work as opening up the world of life -- not as an approach to teaching specific work skills. This will not be a junior trade school, or a pre-vocational prep school.

The student enrollment might be composed of about five hundred children from all school zones in the city, and through the help of the State Education Department's legal and financial divisions, two hundred children from suburban school districts might also be able to attend. In this way, the human and material resources of the city could be opened to suburban areas which have already expressed an interest.

The Center will provide a resource for university and city school personnel to meet for pre-service and in-service education programs, and through its television network and other communication avenues, bring the resources of the Center to and from other city schools, local industry, museums and libraries, and the University.

It will also offer "opportunity" for researchers, graduate students and university faculty members to participate with city school personnel in some of the significant research that needs to be undertaken for improving urban education. It is hoped that this Center will serve as a model system, as part of a program to help a large city attack the problems of urban education.

The cooperative effort began in mid-November 1964 with the assignment of Dean Corrigan, an associate professor at the College, as liaison representative. Corrigan, who has been director of the Inter-University Project I at the University of Rochester, is also serving as a consultant to the school district and the State Education Department's Center on Innovation in Education.

Plans for the proposed Center will be further developed by city school officials, representatives of the University of Rochester College of Education, the State Education Department and its Center on Innovation in Education, Federal education officials, and interested community resource people.

D. A Model of Cooperation in Pre-Service and In-Service Teacher Education

By Dean Corrigan, Director, Inter-University Progress
Project I, University of Rochester, Rochester, New York

The Inter-University Experimental Program Project I is built on the fundamental premise that mutual benefits will be realized through sharing the resources of the colleges and the schools. Working with the University of Rochester as teaching centers are Rochester City School District, Brighton, Rush-Henrietta, Wheatland-Chili, Webster, West Irondequoit, and Greece. These associations are formalized through contractual agreements with the centers and associates in centers.

Participation by college and school personnel in Project I involves a commitment to sharing. As a result of this commitment, the cooperating schools are benefiting by exchanging resources and ideas with other teaching centers and the participating universities. As "associates in teacher education" school personnel are co-workers with University personnel in seminars and research projects, in joint advisorship of student teachers and interns and in many informal meetings which provide valuable and interesting experiences. For example, six meetings have been held this year with programs focusing on the role of the public school in teacher preparation as well as on the improvement of curriculum in participating schools. The cooperating centers have been involved in revising evaluation procedures of interns and student teachers as well as sharing resources on innovations in the centers such as team teaching, non-graded programs, independent study, educational television, data processing, programed instruction, etc.

The freshness of approach that characterizes this multifaceted association between school and college personnel is illustrated in traveling seminars jointly sponsored by the schools and the Project. Teachers, administrators, and college personnel have visited and appraised programs in Massachusetts, Illinois, and other places with an eye toward seeing firsthand some action programs which might improve home programs.

The college benefits as much as the schools. The teaching centers provide an opportunity for interns to work with superior teachers and provide laboratories in which to develop and refine new approaches to teaching and learning. The teaching centers serve as demonstration centers for students, university personnel, and other visitors to the area. Through seminars held in the centers and a wide range of other in-service activities and research projects, college personnel have an opportunity to get into the schools and work with teachers. In this working relationship, continuous and frank communication removes college professors from the "ivory tower" label to that of partners in the teaching profession. This breaking down of barriers between school and college has long been desired but too seldom accomplished.

The Project students also profit from this close association of college and school. Joint advisorship by a college person and school person is most crucial in matching and placement of students. In the Project, continuous communication between college advisors and school personnel over an extended period of time in pre-service and in-service activities make it possible to get to know the school and personnel well enough to place the student in a situation that will allow him to have his most fruitful experience.

To date, the Project is proving a venture in which everyone benefits: the universities, in creating more challenging programs for upcoming teachers and administrators; the schools, in building strong programs of study; the students, in developing their personal and professional capacities. Hopefully, of course, one other important group will also benefit: the youngsters of tomorrow whose education will be better as a result of this sharing of resources and talent.

A model of "Interrelationships of the Main Elements of the Inter-University Project on Secondary School Teaching" is shown on page 94. A model of the "Areas of Educational Concern to Project I - Inter-University Program for the Preparation of Secondary School Teachers" is shown on page 95.

E. The Student Teaching Council Model

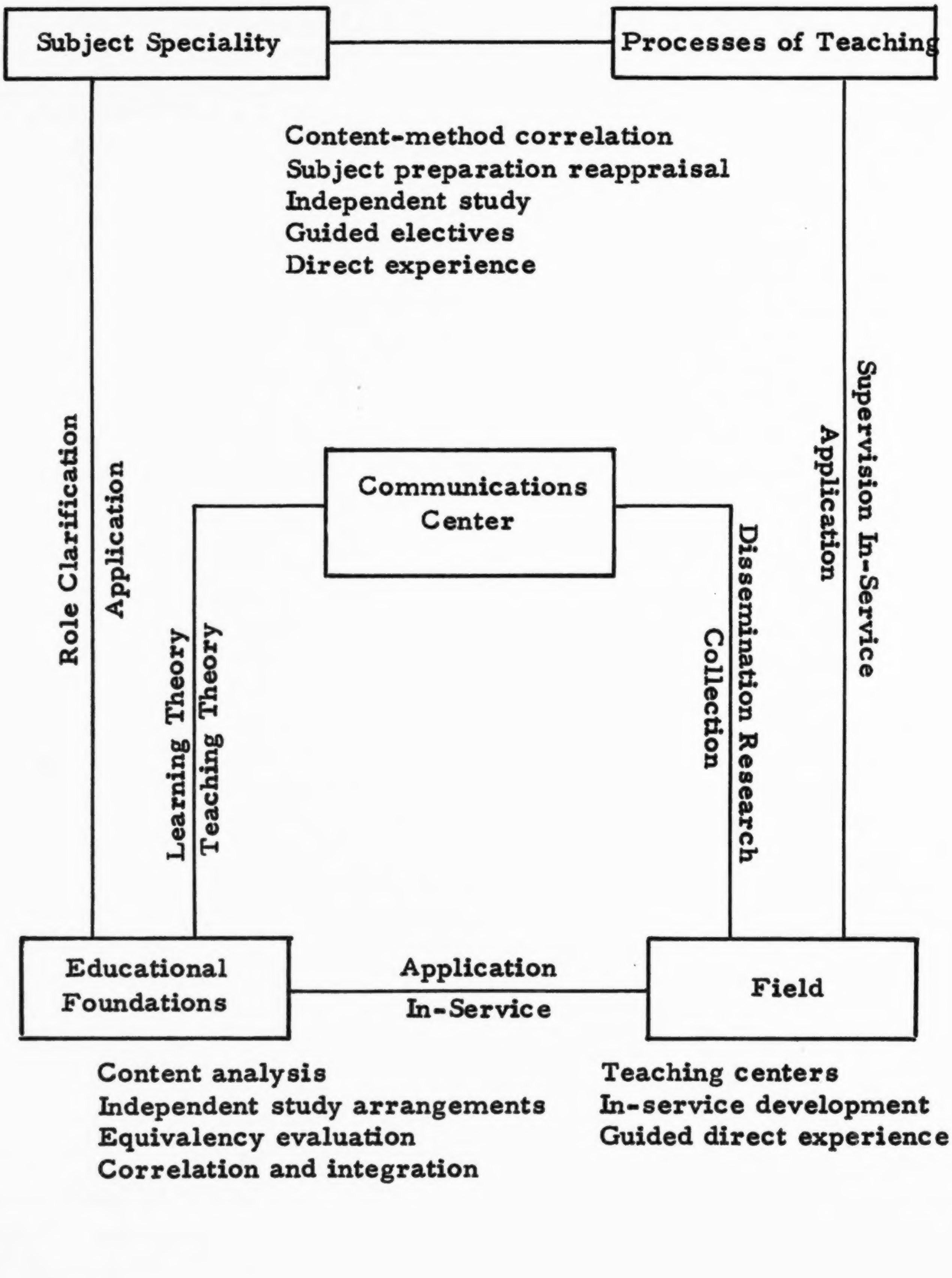
By Floyd Perry, Director of Student Teaching
St. Cloud State College, St. Cloud, Minnesota

The student teaching program of the St. Cloud State College, St. Cloud, Minnesota, is cooperatively developed, improved and controlled by the Student Teaching Council. The Council is composed of one representative from each of thirty-five public schools and five representatives from the college. The representative from each public school is the superintendent or his designated representative. The five representatives from the college include the president, academic dean, the dean of the school of education, the director of student teaching, and a college supervisor of student teachers. In addition to these forty representatives, three public school supervising teachers are elected.

The Council elects nine of its members to serve on the Executive Committee. The executive committee is composed of three public school administrators, three supervising teachers, and three from the college. The operation of the Council and Executive Committee are controlled by the Constitution of the Student Teaching Council. The purpose of the Council is to promote improvements in teacher education with emphasis on student teaching.

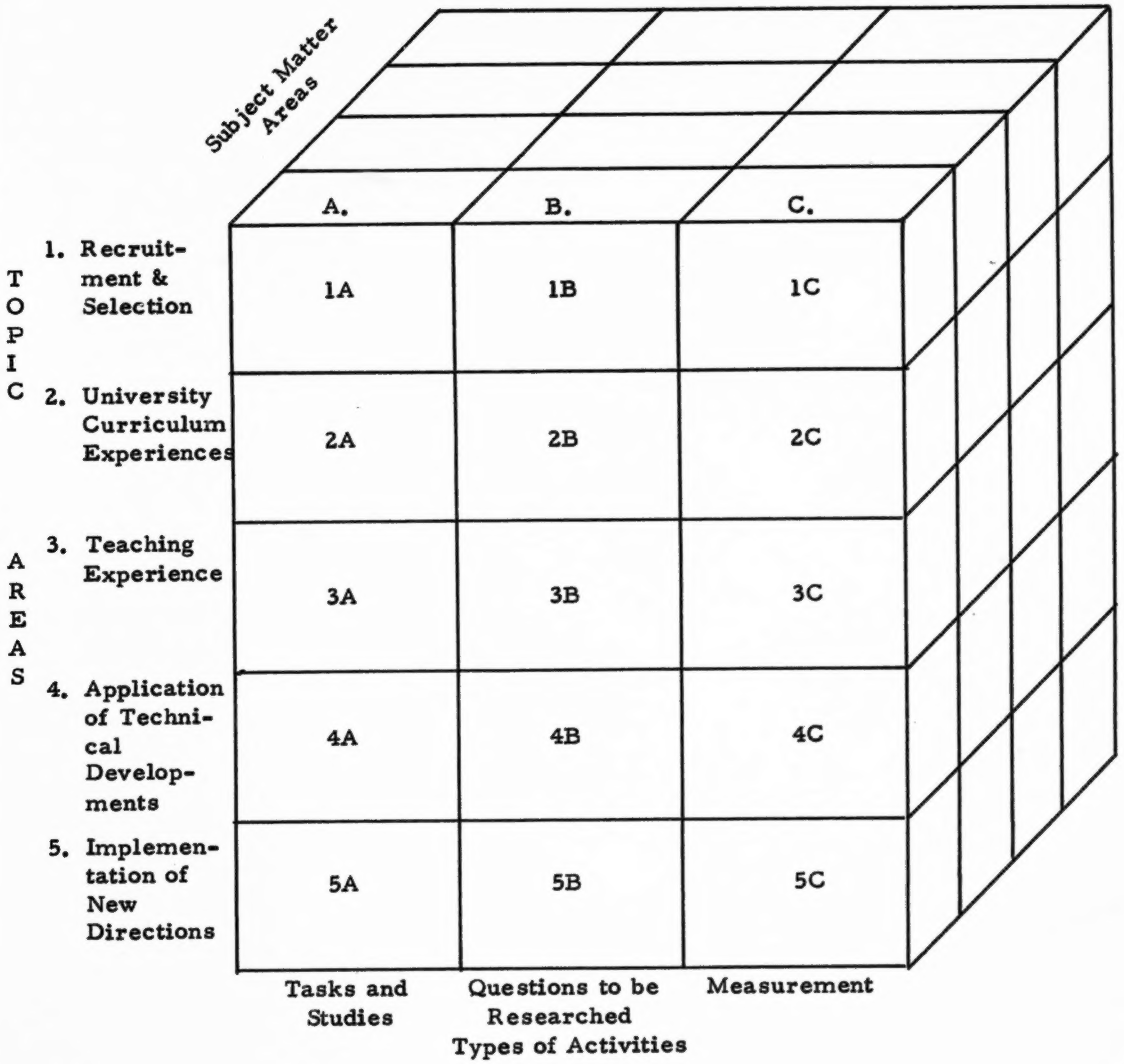
The work of the Council and Executive Committee is supported from membership dues paid by member school districts. The amount paid by each district is determined by the number of student teachers placed in the district. The Executive Committee determines the rate per student teacher. During the past two years the school district has received sixty-four ($64) for each full-time, full quarter student teacher placed in the

Interrelationships of the Main Elements of the Inter-University Project on Secondary School Teaching


Subject Speciality
Processes of Teaching
Content-method correlation
Subject preparation reappraisal
Independent study
Guided electives
Direct experience
Role Clarification
Application
Supervision In-Service
Application
Communications Center
Learning Theory
Teaching Theory
Dissemination Research
Collection
Educational Foundations
Application
In-Service
Field
Content analysis
Independent study arrangements
Equivalency evaluation
Correlation and integration
Teaching centers
In-service development
Guided direct experience

Areas of Educational Concern
to
Project I

Inter-University Program for the Preparation of Secondary School Teachers *


Subject Matter Areas
TOPIC AREAS
Types of Activities

	A. Tasks and Studies	B. Questions to be Researched	C. Measurement
1. Recruitment & Selection	1A	1B	1C
2. University Curriculum Experiences	2A	2B	2C
3. Teaching Experience	3A	3B	3C
4. Application of Technical Developments	4A	4B	4C
5. Implementation of New Directions	5A	5B	5C

*Elaboration of these areas of concern is presented on pages 96 and 97.

Elaboration of Areas of Educational Concern

1A. Move superior students into teaching.

1B. What selection criteria should be used?

1C. Construction and validation of selection instruments.

- - - - - - - - - -

2A. Review existing programs of teacher education.

Consider basic curriculum of
  a) professional courses
  b) teaching field courses
  c) other collegiate courses
  d) special courses to develop certain capacities

Develop total program integrating and coordinating wherever possible.

2B. Are course objectives being met and are they relevant to the needs of the students?

How can course contents best be integrated and coordinated?

What courses should be waived and for whom?

How do individual study, blocked study, other variations and control(?) methods of teaching compare regarding student performance?

2C. Construct tests to measure
  a) whether certain preparation requirements should be waived?
  b) competency in course areas
  c) progress in the program
  d) qualification for teaching

- - - - - - - - - - -

3A. Provide centers for students to acquire teaching experience of a realistic challenging and professional nature.

Provide to these students supervision while they acquire teaching experience.

Provide in-service training to center supervisors.

Provide future placement service to teachers.

Carry out case studies and follow-up of selected teachers-in-training.

3B. What are the characteristics of the better teaching centers? Better teachers-in-training?

3C. Develop measures of teaching effectiveness and usefulness of the teaching experience.

- - - - - - - - - - - -

4A. Develop a materials and services center.

Make an inventory of resources.

Instruct teachers-in-training on use of resources.

Develop programs or materials for improved instruction.

Disseminate knowledges about innovations, research findings.

4B. How useful, efficient, good, etc. are these newer instructional processes?

4C. Create evaluation instruments of the relevant learnings by these newer processes.

- - - - - - - - - - - -

5A. Extend to the entire teaching operation those permanent improvements.

5B. Are these improvements applicable to
    a) other content areas?
    b) elementary teachers-in-training?
    c) lower ability students?

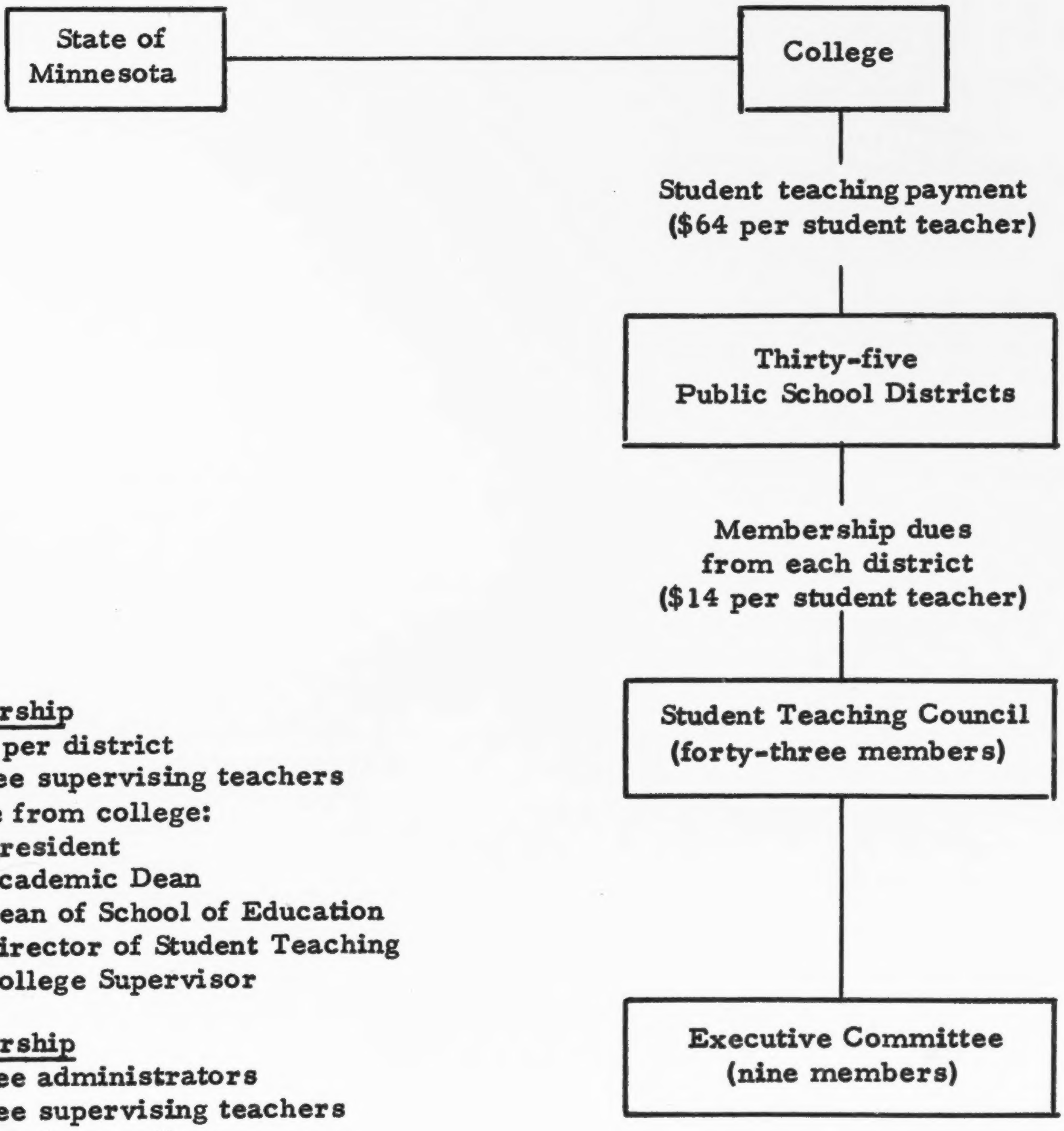
5C. Construct those instruments necessary to measure how much improvement will be realized by and which will be appropriate to these other populations.

STUDENT TEACHING COUNCIL ST. CLOUD STATE COLLEGE
ST. CLOUD, MINNESOTA

Purpose of Council: To promote the improvement of teacher education with emphasis on student teaching.

ORGANIZATION

MEMBERSHIP AND FINANCIAL SUPPORT

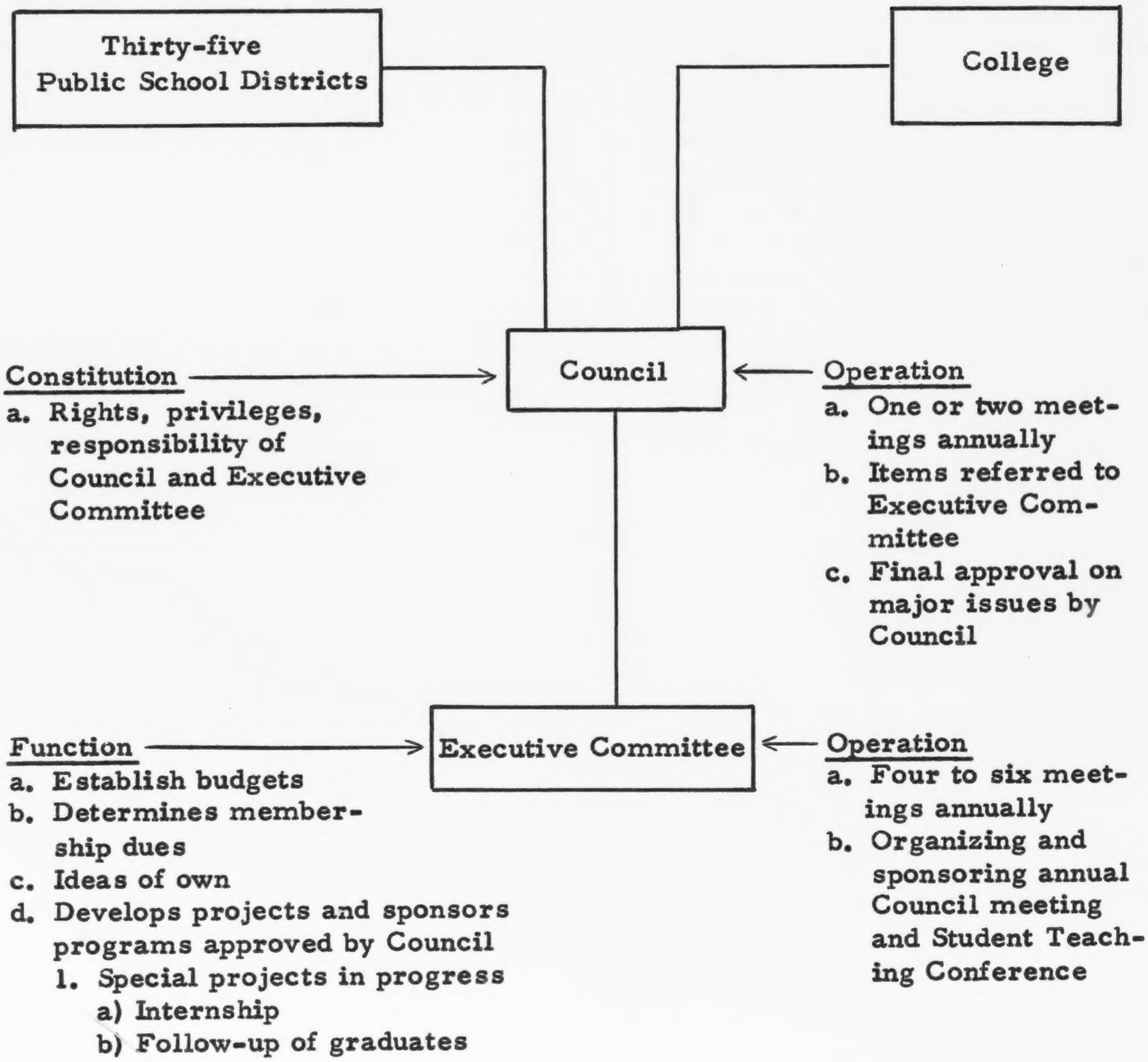

State of Minnesota
College
Student teaching payment ($64 per student teacher)
Thirty-five Public School Districts
Membership dues from each district ($14 per student teacher)
Student Teaching Council (forty-three members)
Executive Committee (nine members)

Membership
a. One per district
b. Three supervising teachers
c. Five from college:
  1) President
  2) Academic Dean
  3) Dean of School of Education
  4) Director of Student Teaching
  5) College Supervisor

Membership
a. Three administrators
b. Three supervising teachers
c. Three from college

OPERATION

EXCHANGE OF IDEAS


Thirty-five Public School Districts
College
Council
Executive Committee

Constitution
a. Rights, privileges, responsibility of Council and Executive Committee

Operation
a. One or two meetings annually
b. Items referred to Executive Committee
c. Final approval on major issues by Council

Function
a. Establish budgets
b. Determines membership dues
c. Ideas of own
d. Develops projects and sponsors programs approved by Council
  1. Special projects in progress
    a) Internship
    b) Follow-up of graduates

Operation
a. Four to six meetings annually
b. Organizing and sponsoring annual Council meeting and Student Teaching Conference

district. The supervising teachers have shared thirty dollars ($30), the district has used twenty dollars ($20) for professional improvements within the district, and the Council has received the remaining fourteen dollars ($14) for membership dues.

The membership dues provide the Council and Executive Committee with enough financial support to pay for an annual student teaching workshop for supervising teachers, to hold meetings of the Council and Executive Committee, to send some delegates to professional meetings, and to conduct some limited research projects and studies.

The Council has been effective in improving communication among the school districts and the college as well as improving the student teaching program.

Comments About the Models

Whether inter-related circles, spirals, of flow charts are used to represent relationships, the designs show the possible interactions. However, only on the spiral design for the affiliated school is shown the points at which decision making is accomplished. Models need to be complemented with statements of standard operating procedures or contracted agreements which spell out the kinds of decisions for which a particular assemblage is responsible. Many of the cooperative ventures reputed and especially those which are generally projected in the new federal laws are vague about responsibilities and who will decide what. A cooperative body not knowing its limitations as well as its possibilities will die on the vine as have many informal committees instigated for the improvement of student teaching under the auspices of local groups of the Association for Student Teaching or local TEPS committees. They disband after the flush of newness and congeniality wears off because they are not really responsible for anything or to anybody and find themselves in a power vacuum. Cooperative structures, if they are to function and live, must be formed through a process of delegation of responsibility and power from the fathering institutions. The responsibilities can be limited but they must be real.

VI. SUMMARY *

By E. Brooks Smith

The Problem of Cooperation in Teacher Education

Cooperation between schools and colleges in teacher education is easier said than done even though the profession has been calling for it for years. The problem was stated in the NEA Journal's special issue on student teaching; "Sensible as this concept of working together sounds, its realization demands a degree of cooperation that is not easy to achieve."** Why? Because there are barriers of status and differences of outlook between the two domains: the university on the one hand and the school on the other. In the realm of the school there is a practical focus and rightfully so; while in the realm of the university, theoretical considerations are the order of the day as educational ideas develop in thoughtful interplay with foundational disciplines.

If schooling is to be anything more than a folk art in which practices that work in one generation are simply passed on to the novices of the next, then theoretical propositions and experimental processes must be injected into the daily school round. If the teacher in training never experiences the interplay of theoretical proposition and experimental procedure, then the cycle of a primitive passing on of the habits, customs and patterns of classroom instruction from one generation to another will never really be interrupted.

Old Attempts at Interrelations

Despite many elaborate efforts in the past to break through the barrier between experimentalism and practice, between the realms of the working school and of the theorizing university school of education, gains have been very modest, indeed. Everyone on both sides means well, but the means for working in collaboration toward the improvement of education for children has evaded us.

In this respect, the demonstration laboratory school was a failure. It intensified the separation because it became such an unreal situation that teachers could not translate their observations into typical school settings. The workshop for teachers gave some assistance as it dealt with practical applications, but the children were not there and gimmicks were traded rather than insturction analyzed. Instructional leadership programs by school principals with theoretical interests have not produced the school improvements hoped for by the college professors of school administration.

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* Based on an address to the New England Association for Student Teaching, May 7, 1965.

** E. Brooks Smith, "School-College Cooperation," NEA Journal, April 1965, page 36.

University-directed projects in selected schools have made some headway while university consultants were on hand to spur experimentalism, but in many instances when these projects were revisited several years later, the reports inevitably stated that innovation had receded and that instruction had returned by and large to former patterns.

College supervision of student teaching has been a link between the school and the college since the beginning of off-campus student teaching, but it has been a very weak link at best. The college supervisor and the student teacher are usually guests in the classroom. Everyone, including the cooperating teacher, treads easily so as not to upset anybody or anything. The student often feels torn between the positions of the cooperating teacher and those of the college supervisor. The college supervisor has little influence over the classroom program, and the practicing classroom teachers have almost no influence over the college program. Both groups tend to go their own ways and no bridges are crossed, no barriers broken, although everyone is usually polite, at least when the other one is around. Meetings between the classroom teacher and the college professor tend to be confrontations either in the college classroom where the teacher has pupil status or on the teacher's home ground where the teacher still feels inferior to a visiting "expert."

A Partnership Required

Those assessments of attempts at bridging the gap between the schools and colleges are overstated, but they reveal the ineptitude of the profession's attempt thus far to bridge the differences in status and outlook. Instead, teachers and education professors should be partners in a profession where everyone is responsible for the induction of the novice.

They can be equal partners if the profession recognizes that the differences between school and college personnel are in kind, not in quality. Teachers who want to work with student teachers tend to be persons who are mastering their job and who are creative on the job. This is to be admired and considered. Teachers, on the other hand, cannot keep up with everything outside the classroom. The university professor is important, too. He has chosen to study education in a broader context than the classroom: the contexts of educational institutions other than the classroom, of the foundational disciplines (psychology, sociology, and the humanities) and of society. He cannot be always in the classroom as the school teacher would like and at the same time be studying the relationships of teaching to matters outside the classroom. He must, however, keep in touch with the classroom and with teaching children by teaching children once in a while, and by being attached to a school on a regular basis.

The profession needs both the creative classroom teacher and the searching, analyzing professor. New students of the profession need both of them as their teachers. School personnel and college personnel simply need to be brought together on an equal status to focus on a task of mutual importance to them -- the induction of novices. Prominent in this partnership must be the local instructional leaders, the school principal and other supervisory personnel.

Social psychologists say that the way to get disparate groups of people to work together amicably and productively is to bring them together to work on a task which is just outside their immediate area of concern, but which is of mutual interest and is something to which they can both contribute. Then no party is directly criticizing the main work of the other party, but together they look at ways of improving a situation. In the end, they see their own smaller job in new perspective and begin to improve their own situation without feeling that someone told them to do it. And it is obvious that both classroom instruction and college instruction can be improved.

New Structures for Cooperation Between the College and the School are Needed

As noted in this Second Report of the AACTE Subcommittee on School-College Relationships in Teacher Education, new cooperative structures are emerging across the country which are helping to facilitate partnership. They are developing at different levels of decision-making. There are state committees of school and college personnel, regional councils and local cooperative ventures in affiliated schools or clusters of cooperating schools where joint planning and decision-making about educational policy, local operational procedures and instructional strategies are being made.

Benefits From These New Organizational Structures

To date, the school and college people involved in these cooperative ventures are reporting real benefits, some directly for student teaching and others for the improvement of instruction generally.

1. Professional encouragement is gained all the way around. Principals and teachers feel genuinely involved in an important professional task which takes them a little away from their daily tasks. College persons feel they are part of a school setting, their second assignment and second home. They find possibilities for working with children.

2. School principals feel they can exert leadership and supervise in the best sense without being intruders in teachers' classrooms. They are working with their faculties on the tangential problem of

teacher education, but they cannot help talking about the classroom program in which the student teachers work.

3. Agreements on standards and practices are made and followed.

4. Screening of cooperating teachers is a possibility. On-going inservice education of cooperating teachers is a reality.

5. Communication confusions are cut down. Problems about student misplacements or difficulties with a cooperating teacher who is not cooperating can be resolved.

6. Articulation between college and school programs is improved. Each knows what the other is doing. School faculties know what is being taught at the college, not second hand from the student teacher, but through discussions with the college faculty.

7. Influences of the college over the classroom and of the school on the college program have increased.

8. College professors are legitimately in the school setting as coworkers with a special kind of knowledge to contribute.

9. School and college personnel become more clinical and analytical about their jobs under the responsibly critical eye of each other.

10. Continuity in relationships and idea development can be maintained even though specific personnel change from time to time.

Innovations That Are Now Feasible

In these cooperative enterprises, the initiation of various kinds of instructional innovations in teacher education have been tried or are contemplated. The following are examples:

1. Team teaching with a student which involves the college supervisor and the cooperating teacher.

2. Team supervision involving psychology and subject area specialists.

3. Video tape playback and analysis of a student's teaching and of master teaching.

4. Individualization of student teaching assignments, programs, and activities.

5. Special programs for preparing students to work in inner-city schools with cultural diversity.

6. Development of cycles of teacher education activities built around role characteristics to be assumed and a concept of teaching to be attained.

7. Experimental teaching and assessment of it.

8. Micro-teaching in which the student teacher analyzes episodes of his own teaching first with one pupil and then with small groups.

Means to innovation have been found in taking the big step over the barrier of old institutional patterns with their status problems to the cooperative concept with its joint partnership between the school man and the college man, each contributing what he knows best. There will be disagreement, even conflict, but now there is a way of confronting differences, assessing them and making decisions that each group agrees to carry out rather than having the differences buried in vacillation and cynicism.

All of these new cooperative structures must be so devised and designed that they do not freeze present practices or stultify initiative. They must be designed to provide opportunities for the critical view and the new idea.

The following criteria have been suggested by the AACTE Subcommittee on School-College Relationships* for assessing proposals of joint operation between the various agencies: schools, university, state department, and federal groups.

1. General policy and procedure should be developed by representatives of the professional agencies, institutions or groups directly concerned through concensus or persuasion of majorities that reflect the different outlooks.

2. Conveners of policy-making groups must be designated either on a rotation plan or by an election process in order that no one institution will be able to dominate this phase of cooperation.

3. There should be provision for the execution of the agreed-upon policies and procedures by designating persons to be responsible for administering and coordinating the mutually accepted program and process.

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* From ideas developed by Dr. James Nickerson, North Dakota State University, Fargo.

4. Means for communication among the involved agencies and personnel should be regularized and kept simple.

5. Provision for continuous review and consequent adaptation should be build into all agreements in order that the administrative structures do not overwhelm individuals and stultify their initiative.

6. Administrative structures should be based upon the roles each person plays in relation to delineated responsibilities rather than on immediate strengths and weaknesses of certain persons in order that the cooperative venture may continue despite personnel change.

7. Local substructures need to be built to support the regional and state organizations just as inter-university and inter-school councils need to be founded to coordinate the diversities of the local units.

8. No one structure is best for all combinations of institutions. Local representatives need to devise structures appropriate to their local situations allowing particular organizational patterns to emerge within a general framework of checks and balances.

If substantial innovation is to occur, the architects and operators of these new structures must keep ever in mind the powerful warning to educators by the late President Kennedy:

> "Liberty without learning is always in peril, and learning without liberty is always in vain."